

Free trade debate highlights need for university research funding

by Ron Levesque
CAUT Associate
Executive Secretary

Can Canada actually compete in a free trade situation or will we be swamped by Americans dumping cultural ideas and technology? There has been so much rhetoric about this matter that the public debate has ignored what we actually know about the world economy that started to emerge about a decade ago.

We know, for example, that there are less than half the number of researchers and scientists per hundred thousand population in Canada as compared to countries such as the U.S., Japan, Germany, and the U.K.; we do not even

compare favourably to Switzerland, Norway, or the Netherlands. In fact, we rank just above Yugoslavia and about the same as Ireland. We also know that our imports of technology of all levels, low, medium and high, are not balanced by our exports of such items. We know that our current economic strategy of paying for these imports with exports of raw materials is unlikely to remain viable. These exports appear to be levelling off as new and often cheaper supplies are available from other countries; at the same time the imports of high tech are increasing at an alarming rate.

These are the symptoms of our problems. But what can

we do about them? It is evident that the current economic strategy must be significantly modified. Everything we know about the new economic structure that is emerging points to an increased role for universities. Universities will have to continue and probably increase their role in educating qualified Canadians. It is quite clear from the unemployment statistics that those with a higher education background are in more demand than those without it. Study after study indicates that such people more easily assume new roles and do not find innovation threatening. Universities will have to continue and increase their research role. As the Chairperson of the U.S.

company, Hewlett-Packard observed:

It is no overstatement to say that (the declining health of U.S. university research) is one of the most serious challenges confronting the United States, and probably the most serious challenge confronting American industry.

What we know of the features of the new economy serves to confirm this point of view. First, it is clear that this new economy will be based upon almost perpetual innovation; not only will new ideas and inventions become available but perhaps, more importantly, old ideas and concepts will be applied in new and more efficient ways. In less than a decade, for example,

You trouverez à l'intérieur du présent numéro du Bulletin trois cartes postales à adresser au premier ministre et aux deux chefs d'opposition. Veuillez lire le mot du président en page 3 et expédier les cartes postales.

Le financement de la recherche universitaire

URGENT

University research funding

You will find a set of three postcards, addressed to the Prime Minister and the two opposition leaders respectively, inserted into this edition of the *Bulletin*. Please read the President's Message on page 3 and post the cards.

the Japanese auto makers the industry leaders. As have managed to supplant the American auto companies as

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Canadian scientist shares Nobel Prize for Chemistry

A distinguished Canadian university scientist is one of three researchers jointly named to receive the 1986

Nobel Prize for Chemistry. The Nobel Committee in Stockholm announced on October 15 that Professor John Polanyi of the Department of Chemistry at the University of Toronto will share the prestigious award with Professors Dudley Herschbach of Harvard University and Yuan Lee of the University of California at Berkeley. The three have been recognized for their research on the fundamental nature of chemical reactions. One aspect of the work of Professor Polanyi and his colleagues has been the development of a method to demonstrate and measure the existence of weak infrared emissions when new molecules are constructed. The method has been used to examine in detail energy disposal during chemical reactions.

Dr. Polanyi, 57, was born in Berlin, raised in England and trained at the University of Manchester where he was a student of his father, the expatriate German scientist and philosopher Michael Polanyi. Following postdoctoral research at the National Research Council of Canada and at Princeton University, he was appointed lecturer at the University of Toronto in 1956. He generously ascribes his success to the support he has received from colleagues at the University.



John Polanyi

He has been recognized in Canada and abroad for his major contributions to chemical science. He has been

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Special feature on academic women

see page 13

Numéro spécial sur les femmes universitaires voir page 13

this has on the birth rate."

Under the CSLP, full-time students may borrow up to \$105 a week, interest-free, while they are studying and for six months afterwards.

Part-time students are also eligible for loans, but must begin repaying principle plus interest almost immediately.

High debts are causing some graduates to default on their loans or even to declare personal bankruptcy, although the vast majority try to pay back what they owe. The default rate has been creeping up over the past few years — it's now about 12.7% — an indication that students are feeling the economic

squeeze. Those who do default must answer to collection agencies hired by the federal government to recover its money.

The CSLP has an Interest Relief Plan for graduates who are unable to find jobs or are temporarily disabled. But the relief is only for three-month periods, and does not help those with low level wages. An additional problem is that many students are poorly informed about the many aspects of complex government loan programs, including the interest relief plan.

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 Publié par l'Association canadienne des professeurs d'université. Il est interdit de reproduire des extraits de la publication de l'Académie ou du Bulletin de l'ACPU. Les lecteurs sont invités à adresser des articles à la rédactrice, qui devra être informée de tout article ou notes qui sont endommagés ou égarés en cours de transmission par la poste. Tous les droits réservés. Les vues de l'auteur, Les vues de l'autre. Les Economes de principes et les Directives de l'ACPUI sont préférées comme tels.

**Délai de paiement: 28,000

Le Bulletin de l'ACPUI est envoyé au chef de l'administration des universités et au chef de l'administration des étudiants de chaque université à la fin de l'année universitaire. Il sera envoyé le 1er octobre de l'année suivante à tous les membres de l'ACPUI.

Secrétaire général: Donald C. Savage
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Enfin, les gouvernements fédéral et provinciaux doivent négocier une nouvelle entente qui procurera un financement stable aux universités et qui suffira à leurs besoins. La chose est possible sans que soient modifiés les présents accords constitutionnels. En effet, les deux paliers de gouvernement n'ont qu'à conclure un contrat obligatoire pour le financement de l'enseignement postsecondaire. Tant le fédéral que les provinces doivent en outre reconnaître que pour dispenser un enseignement de qualité supérieure et pour effectuer une recherche de renommée internationale, il faut accroître les crédits à cet effet. Le colloque devrait servir à la tenue de telles négociations.

Promis dans le discours, le conseil consultatif national de la technologie industrielle, que le premier ministre présiderait, est également une initiative heureuse. Il est manifestement de l'intérêt des universités cana-

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CAUT comments/Commentaires de l'ACPU

For the first time in more than two decades the state of higher education and research in Canada figured prominently in the Speech from the Throne opening a new session of Parliament. That is a very positive development.

The speech clearly recognizes the important role that universities must play in Canada's future, both as a nation and as an economic power. It also indicates that the Prime Minister understands that our universities are in a state of crisis. We have been waiting for two years for signs that the government was taking steps to fulfill its 1984 election promises regarding higher education.

The proposed National Forum on Higher Education is a new and important initiative, long advocated by CAUT. The new Secretary of State, David Crombie, has suggested that such a forum should address the major issues within the federal competence — research, student aid, foreign students and transfer payments. The speech has clearly given Mr. Crombie the green light to do so.

To be successful, the Forum must not simply restate the problems, but must lead to solutions of the current crisis. Any effort by either level of government to control the agenda for their own political purposes could doom it to failure. In order to avoid the present acrimonious state of EPP politics, it is essential that the provincial governments cooperate, perhaps even as joint sponsors. Another possibility is for the two levels of government to agree on a national figure to host the Forum.

Ultimately, the federal and provincial governments must negotiate a new agreement that will provide stable funding adequate to the universities' needs. This can be done without altering the present constitutional arrangements in any way, by concluding a binding contract for the financing of higher education between the two levels of government. Both levels of government must also recognize that excellence in education and world-class research will require increased funding. It should be the role of the Forum to set the stage for such negotiations.

The promised Advisory Committee on Industrial Research chaired by the Prime Minister is also welcome. It is clearly in the interests of Canadian universities to assist in ensuring Canada's competitive R & D position in the world economy. However, will the committee take

See CAUT COMMENTS ON THE THRONE SPEECH/32

My government is deeply committed to supporting, with the provinces, a system of post-secondary education based on excellence and equality of opportunity. To help meet the challenges facing higher education, my government will propose a national forum on post-secondary education, to be held early next year.

My Ministers have begun to forge a partnership with the provinces, with the scientific and educational communities, and with business and labour in an effort to stimulate increased technological development in Canada. To assist and encourage cooperation between the universities and private sector in research and development, my government has announced an initiative that could provide a billion dollars in new funding for scientific research over the next five years.

My government will build upon this partnership by introducing a new four-point program to ensure that support for science, technology and education is more clearly focused in the national interest.

First, my government will appoint a National Advisory Board for Industrial Technology, chaired by the Prime Minister and composed of some of Canada's leading industrialists and scientists. This committee will assess national science and technology goals and policies, and their application to Canada's economy. Second, in full cooperation with the provinces, my government will seek to achieve high standards of excellence in education, technology development, and innovation. Third, it will introduce a new Federal Science and Technology Strategy, building on the initiatives undertaken to date. The strategy will introduce the necessary reforms within the federal administration to encourage Canada's international competitiveness. Fourth, my government will convene a National Conference on Technology and Innovation to assist Canada to define new technology goals.

My government's commitment to high technology as a motive force in Canada's economic growth will be expressed in legislation to establish a Canadian space agency. International cooperation in the peaceful use of space is essential to the development of key technologies. Working in cooperation with industry, universities and provinces, the new agency will help to ensure that the benefits of Canada's role in space will be shared by all Canadians.

— Excerpts from the Throne Speech, October 1, 1986

by/par Allan Sharp

Pour la première fois depuis plus de vingt ans, la recherche et l'enseignement postsecondaire ont occupé une place de choix dans le discours du Trône, à l'ouverture de la nouvelle session parlementaire. Voilà un bon pas en avant.

Il ne fait pas de doute que le discours reconnaît l'importance du rôle des universités pour l'avenir du Canada en tant que nation et en tant que puissance économique. Il révèle en outre que le premier ministre comprend la situation critique de nos universités. Le milieu universitaire attend depuis deux ans que le gouvernement remplisse les promesses qu'il a faites lors de la campagne électorale de 1984 en matière d'enseignement postsecondaire.

Le projet d'un colloque national sur l'enseignement postsecondaire, que l'ACPU recommande depuis longtemps, est une initiative importante. Le nouveau secrétaire d'Etat, M. David Crombie, a proposé que le colloque aborde les questions importantes relevant du fédéral, soit la recherche, l'aide financière aux étudiants, les étudiants étrangers et les paiements de transfert. De toute évidence, le discours a donné le feu vert à M. Crombie.

Pour porter des fruits, le colloque ne doit pas simplement énoncer de nouveau les problèmes, mais doit proposer des solutions à la crise actuelle. Toute tentative de l'un ou l'autre palier de gouvernement d'en contrôler l'ordre du jour à des fins politiques pourrait le vouer à l'échec. Dans le but d'éviter les problèmes politiques du FPE, il est essentiel que les gouvernements provinciaux collaborent, peut-être en parrainant conjointement le colloque. Comme autre possibilité, les deux paliers de gouvernement pourraient s'entendre pour choisir une personnalité nationale qui animerait le colloque.

Enfin, les gouvernements fédéral et provinciaux doivent négocier une nouvelle entente qui procurera un financement stable aux universités et qui suffira à leurs besoins. La chose est possible sans que soient modifiés les présents accords constitutionnels. En effet, les deux paliers de gouvernement n'ont qu'à conclure un contrat obligatoire pour le financement de l'enseignement postsecondaire. Tant le fédéral que les provinces doivent en outre reconnaître que pour dispenser un enseignement de qualité supérieure et pour effectuer une recherche de renommée internationale, il faut accroître les crédits à cet effet. Le colloque devrait servir à la tenue de telles négociations.

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Mes ministres ont commencé à élaborer un plan visant à associer étroitement les provinces, les milieux des sciences et de l'éducation, le monde des affaires et les syndicats à la promotion du développement technologique au Canada. Afin de faciliter et d'encourager la coopération entre les universités et le secteur privé dans le domaine de la recherche et du développement, mon gouvernement a annoncé une initiative qui pourra accroître d'un milliard de dollars au cours des cinq prochaines années les fonds consacrés à la recherche scientifique.

Un nouveau programme en quatre points viendra étayer cet effort de concertation entre les principaux intervenants; il permettra de s'assurer que le soutien apporté aux secteurs des sciences, de la technologie et de l'enseignement servira plus directement l'intérêt national. En premier lieu, mon gouvernement établira un conseil consultatif national de la technologie industrielle, qui sera présidé par le Premier ministre et composé de quelques-uns des plus éminents industriels et scientifiques du Canada. Ce comité examinera les politiques et les objectifs nationaux dans le domaine des sciences et de la technologie en regard des besoins de l'économie. En second lieu, mon gouvernement cherchera, en étroite collaboration avec les provinces, à relever les normes d'excellence dans les domaines du développement technologique et de l'innovation. En troisième lieu, il établira à partir des initiatives entreprises jusqu'ici un nouveau programme d'action dans le domaine des sciences et de la technologie qui apportera dans l'administration fédérale les réformes qui s'imposent pour favoriser la compétitivité du Canada sur les marchés internationaux. Enfin, mon gouvernement organisera une conférence nationale sur la technologie et l'innovation où seront définis de nouveaux objectifs canadiens dans ce domaine.

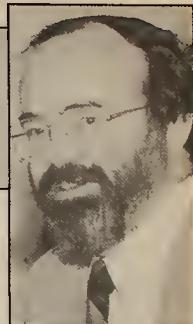
Vu l'importance de la haute technologie dans le développement économique du Canada, mon gouvernement déposera un projet de loi créant une agence spatiale canadienne, qui opérera dans un contexte de coopération internationale, car c'est le plus sûr moyen de réaliser des percées technologiques dans l'exploitation pacifique de l'espace. La nouvelle agence travaillera de concert avec les provinces, l'industrie et les universités, de sorte que les avantages de la participation du Canada à l'aventure spatiale rejoignent sur l'ensemble des Canadiens.

— Extraits du discours du Trône, le 1^{er} octobre 1986.

Voir COMMENTAIRES DE L'ACPU/32

President's message/ Le mot du président

by/
par Allan Sharp



During a conversation with a Tory backbencher who is very sympathetic to the cause of higher education and research, he observed that "The government doesn't get enough letters from your members. Letters are votes. You haven't got a hope until we get them."

His comments followed praise for the high calibre of CAUT's research and formal presentations. CAUT's staff, he said, were among the best in Ottawa. He further described our ideas on research and university financing as creative and useful. But, he said, in the end this wasn't enough.

Politicians keep a score card on issues. Points are scored when someone feels strongly enough to take the time to write. If you don't write, they

assume you don't care.

To the academic versed in logic and the power of rational thought, this all seems at best crass and at worst silly. But those are the rules of the game as it is played in Ottawa and in the provincial capitals as well. Whatever we might think of them, we must learn to play better, because the stakes are high.

The federal government will spend over \$6 billion dollars this year on research, student aid and transfers for postsecondary education. But beyond the money, the entire cultural and technological future of Canada is at stake if we do not insist on having a world class system of universities. And if we do not insist, who will? We have many com-

petitors anxious to grab some of our share of the pie.

Unfortunately, none of this

**Research
funding
Prove that
you care**

is new. Virtually everyone who has given time to lobbying on behalf of a local, provincial or national faculty association has heard the "letters rule"

explained. Perhaps, as leaders, we have failed to adequately explain the importance of writing. Or perhaps we have not explained the issues facing Canadian universities clearly enough? Or could it be the politicians are right that your silence means that you really don't care?

I refuse to accept the latter proposition. That's why I ask you with confidence to do a simple thing. Please take a few moments to mail the card enclosed in this issue of the *Bulletin* to the Prime Minister. No postage is required.

That's all it takes. If each of our 27,000 members takes that few moments to express their concerns with research funding, the impact is vastly greater than an equivalent amount of time

spent by the CAUT officers and staff in Ottawa. Of course, we can't be sure that they will do what we ask, but I can promise you that they will take notice.

The time is ripe. Over the next two years the government will be more concerned with every vote than any government in recent memory. This in turn means we stand a better chance of achieving our goals if we keep up the pressure. To do that, you are the key. Prove to them that you care.

Lors d'une conversation avec un député conservateur d'arrière-banc très sympathique à la cause de l'enseignement postsecondaire et à la recherche, celui-ci a fait remarquer que le gouvernement ne recevait pas assez de lettres des membres du milieu universitaire. "Les lettres sont des voies. Vous ne pouvez rien espérer tant que nous ne les avons pas reçues."

Il a ensuite félicité l'ACPU pour la grande qualité de ses recherches et de ses présentations officielles. Il a ajouté que le personnel de l'ACPU figurait parmi les meilleurs à Ottawa. Puis, il a qualifié nos idées sur la recherche et le financement des universités d'utiles et de créatrices. Cependant, selon lui, ce n'est pas suffisant.

Les politiciens prennent en note les points marqués sur diverses questions. Ainsi, des points sont marqués lorsque quelqu'un est assez engagé pour prendre le temps d'écrire. Si vous n'écrivez pas, ils concluent que cela vous est égal. Pour les universitaires habitués à une pensée logique et rationnelle, ce manège semble, au mieux, de l'ignorance crasse et, au pire, stupide. Ce sont toutefois les règles du jeu à Ottawa et dans les capitales provinciales. Peu importe ce que nous pensons des gouvernements, nous devons apprendre à améliorer notre jeu parce que la mise est grosse.

Le gouvernement fédéral affectera plus de 6 milliards de dollars cette année à la recherche, à l'aide financière aux étu-

dants et aux transferts au titre de l'enseignement postsecondaire. Cependant, par-delà les questions monétaires, l'avenir culturel et technologique tout entier du Canada est en jeu si nous n'insistons pas pour avoir un système universitaire de réputation internationale. Et si nous n'insistons pas, qui le fera? De nombreux concurrents sont très désireux de s'emparer de notre part du gâteau.

Malheureusement, rien de ceci n'est nouveau. Pratiquement chaque personne qui a consacré du temps à la pratique du lobbying au nom d'une association de professeurs locale, provinciale ou nationale du Bulletin. Vous n'avez pas besoin de l'affranchir.

Il n'est pas nécessaire d'en faire plus. Si chacun de nos 27 000 membres prend quelques minutes de son temps pour faire part de ses préoccupations face

portance d'écrire des lettres. Nous n'avons peut-être pas expliqué assez clairement les problèmes auxquels les universités canadiennes font face. Les politiciens auraient-ils raison? Votre silence signifie-t-il que vous vous en fichez?

Je refuse d'admettre la dernière supposition. Voilà pourquoi je vous demande, en toute confiance, de faire une chose bien simple. Je vous serais reconnaissant de prendre quelques minutes pour poster au premier ministre la carte postale jointe au présent numéro du Bulletin. Vous n'avez pas besoin de l'affranchir.

Il n'est pas nécessaire d'en faire plus. Si chacun de nos 27 000 membres prend quelques minutes de son temps pour faire part de ses préoccupations face

au financement de la recherche, l'effet sera beaucoup plus fort que l'équivalent du temps que passent les dirigeants et le personnel de l'ACPU auprès des politiciens d'Ottawa. Bien entendu, rien ne peut nous assurer qu'ils répondront à nos doléances mais je peux vous promettre qu'ils les prendront en note.

Le moment est bien choisi. Au cours des deux prochaines années, le gouvernement sera plus occupé à compter chaque vote que ne le fut n'importe quel gouvernement précédent. Nous avons donc de meilleures chances d'atteindre nos objectifs si nous maintenons les pressions. Vous êtes la clé de cette démarche. Prouvez-leur que vous n'êtes pas insensibles.



University of Guelph DEAN OF THE COLLEGE OF PHYSICAL SCIENCE

Applications and nominations are invited for the position of Dean of the College of Physical Science of the University of Guelph. The appointment will be effective July 1, 1987, or as soon thereafter as possible.

Administratively, the University of Guelph is organized into seven colleges, with a total of 10,000 undergraduates and 1,400 graduate students. The College of Physical Science consists of the Departments of Chemistry and Biochemistry, Computing and Information Sciences, Mathematics and Statistics, and Physics, and an approximately 100 faculty members. The College has a major role in the undergraduate B.Sc. engineering programs. At the same time, over 100 students are enrolled in Ph.D. programs offered in Chemistry, Physics and Biophysics, and Masters' programs in Chemistry, Physics, Biophysics, Mathematics and Statistics, and Computing and Information Science. Faculty and College objectives are very active in research programs and the vigorous maintenance of these programs is an important College objective.

The successful candidate must have strong academic leadership qualities and an established scholarly reputation in one of the disciplines represented in the College and have previous administrative experience.

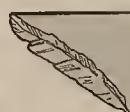
Applications and nominations should be sent to:

Dr. J.R. McDonald
Vice President Academic
University of Guelph
Guelph, Ontario N1G 2W1

no later than January 15, 1987.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.
Subject to final budgetary approval.

À la rédactrice/To the editor



Marchak Report

I was surprised to read the article on the Marchak report by Fred McGuinness in the June number of the *Bulletin* — "External review at Brandon U. slammed by faculty." It is the sort of article I expect to read in the *Brandon Sun* (where Mr. McGuinness is an associate editor), but not in a publication for academics and intellectuals.

The article by Mr. McGuinn-

ness attempts to do two things. First, it seeks to establish the Marchak report as a substantive document which merits serious consideration at Brandon University — and presumably elsewhere as well. In fact, as Prof. Blaikie indicated, the document is superficial, shallow and riddled with errors — a view shared by most people at Brandon University. Secondly, and this is the issue that concerns me here, the article seeks to denigrate the Department of Economics and its members.

In his selective summary of

the Marchak report, McGuinness asserts that the author ... scores telling points on governors, administrators, and unco-operative professors. She insists that the latter would rather play at campus politics than engage in research.

Subsequently, McGuinness reports that Ms. Marchak ... is critical of the three-man economics department, which refused to cooperate with her investigation. They took the posi-

tion MARCHAK/4

**MARCHAK**

tion that their CVs and course material were 'confidential personnel' material. They told the assessor that they did not wish to be interviewed because she was not the assessor of their choice.

Apart from this one instance of non-co-operation Dr. Marchak reports that she had successful interviews with faculty, president, dean of arts, president of BUFA, students, librarians, computer technicians, and the university's archivist.

The implications of all this are clear. The only people who "did not co-operate" with Ms. Marchak were the three members of the Economics Department. But, of course, Marchak makes telling points on these people; in particular, by insisting that they "...would rather play at campus politics than engage in research."

Such attacks on myself and other members of the Economics Department are nothing new. On the contrary, we have had to live with them for a number of years now. For example, at a symposium held on campus in November, 1985 ("Challenger facing a small undergraduate university"), Reg Forbes, Brandon's Industrial Commissioner, said that:

Brandon University's leftist reputation must change if the university wants to retain the support of rural Manitoba... The picture may not be true but 'from a public relations standpoint, the perceptions are more important than the reality...'.

Mr. Forbes said the image is promoted by articles in the Brandon Sun and leftist letters to the editor. (Brandon Sun, November 2, 1985)

It became clear in the subsequent discussion that Mr. Forbes was referring to members of the Economics Department.

Then, in the February, 1986 Manitoba election, the Tory candidate and eventual winner in Brandon West (the university riding) said that a Conservative government would change the "Red Square" perception of the university by depoliticizing the institution.

Again it was clear that Mr. McCrae was referring to members of the Economics Department.

It was against this backdrop that Ms. Marchak was recruited by the current president to do an assessment of the Faculty of Arts.

In her discussion of the Economics Department Ms. Marchak acknowledges that she did not examine course materials, etc. of the department. (p. 3) Nevertheless, she ends up saying more about our department than just about any other department in the faculty. The interesting thing

about her observations is that they are identical to the views expressed by Messrs. McCrae and Marchak and other local critics of the department; viz., the department is full of "Reds" and the members of the department are the source of all conflict on campus:

This department...offers a Marxist approach to economics, and the university could benefit from an intellectual environment within which Marxists and non-Marxists interact more amicably and at a scholarly rather than a grinding political level... (p. 20)

Ms. Marchak's description of the Department is inaccurate; hardly surprising, of course, since she relied on the "testimony" of anonymous "informants".

In any event, Mr. McGuinness obtained a copy of the Marchak report in early April. A few days later — April 11 — his paper carried a story, which notes that a number of departments were singled out for praise by Ms. Marchak and then goes on to say: "However, the economics department was criticized for its lack of co-operation in the study and for its one-sided Marxist political and economic bias."

The article by McGuinness in the *Bulletin* is a little more subtle than what appears in the *Brandon Sun*; he has given it a kind of *Reader's Digest* veneer of objectivity. Nevertheless, he repeats and embellishes the distortions in the Marchak report.

For instance, contrary to what McGuinness says, we did not tell Marchak that we "...did not wish to be interviewed because she was not the assessor of (our) choice." Indeed we had a two-hour discussion with her over supper (would this qualify as an interview?)

During this discussion it became evident to me that Ms. Marchak was not much interested in anything we had to say about the problems at Brandon University such as top-heavy administration, insufficient resources, secrecy and subterfuge in decision-making, and so on. Consequently, I decided that I was not going to scurry around to pull together the materials she had requested on the day she arrived on campus. (And incidentally, we didn't say that course materials are "confidential personnel" information; this information is readily available to students and other people genuinely interested in our courses.) My colleagues decided not to scurry around to gather the information she requested for their own reasons. This is their right — contrary to what Ms. Marchak and Mr. McGuinness might think.

Errol Black
Dept. of Economics
Brandon University

Life insurance

I would like to use the pages of the *Bulletin* to warn members that it is no longer a safe assumption that group insurance is less expensive than individual policies.

I recently found it advisable

Reader questions composition of CAUT Board																																																														
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Board members (President, two Vice-presidents, Treasurer and Past-President) are elected by the CAUT Council at large which is made up of representatives of every member local and provincial faculty association. This year three of the five officers are from Atlantic universities. The persons chairing the Academic Freedom and Tenure Committee, the Collective Bargaining and Economic Benefits Committee and the Status of Women Committee hold Board seats ex officio and are appointed by the Board. This year two of the three positions are held by persons from Atlantic universities. The CAUT Executive Secretary and a member of the professional staff also have seats on the Board. The number of general Board seats is determined by the entitlement of provincial constituencies in accordance with the following formula which is contained in the CAUT general by-law:

Paid association members in recognized provincial constituencies	General Members on Board
1-1000	1
1001-2500	2
2501-4000	3
4001-7000	4
7001-10,000	5
10,001-15,000	6

Board members are elected separately by and from those members of provincial constituencies who are members or alternates attending the annual CAUT Council meeting. In 1986-87 the 22 seats required are allocated as follows:

Newfoundland — 1	Ontario — 5
Nova Scotia — 2	Manitoba — 2
Prince Edward Island — 1	Saskatchewan — 1
New Brunswick — 2	Alberta — 2
Quebec — 3	British Columbia — 3

Editor's Note:
The CAUT Board is a Standing Sub-committee of the council. The list of the members of the Board which appeared in the September *Bulletin* did not make clear the membership status of each of the 32 persons named. Five to increase the amount of life insurance that I have, and after a small amount of careful shopping I found that I could purchase a five year renewable term policy from an established Canadian company for approximately 65% of the cost of the comparable insurance available through CAUT.

premium benefit in the event of disability of the member insured. Professor Maxwell is attempting to compare a 5 Year Renewable Term Plan which may or may not be convertible, and does not contain a waiver of premium benefit, to essentially a 10 Year Renewable and Convertible Term Plan with a waiver of premium benefit. It is really not an accurate comparison.

The CAUT plan of insurance is experience rated and since the inception of the plan in 1972, costs for coverage have reduced four times, and the fifth reduction in premium rates will take place on the Group Policy Anniversary date, 1 October 1986. This latest rate change reduces the costs from the original rates charged by more than 50%.

CAUT Life Insurance premiums are the same for male, female, smoker and non-smoker, and as such could be considered "non-discriminatory".

One of the mandates of the CAUT plan is that it be available to the greatest number of members possible, and therefore underwriting standards are much more liberal than for individual policies of insurance. Less than five percent (5%) of all applications received over the last fourteen years have been declined coverage for medical reasons. Many members who formerly were declined coverage from other companies have been issued insurance under the CAUT Life Insurance Plan.

Undoubtedly we could ask the underwriting company, the Prudential, to tighten up the medical requirements and establish male and female,

smoker and non-smoker rates, in order to have the lowest possible rates for every situation whatsoever. We could also strike separate rates for every age, which would of course discriminate further against every member over age 45, which is the majority of university teachers. As this is neither desirable nor feasible, and considering the fact that female non-smoker rates for insurance are the lowest in the industry, we suggest that if a member happens to be a female non-smoker, and can pass the strict medical requirements of standard individual insurance, she could shop the market to see if a better rate is available for the *exact same coverage*. We are not aware of any.

C.D. Maxwell
Biology Department
Trent University

Following is a response from James P. Howell, CAUT's Insurance Brokers:

The CAUT Group Life Insurance Plan is essentially a voluntary level yearly renewable and convertible term insurance form of coverage, with step rate premiums which increase at the ages of 31, 41, 51, 56, 61 and 65. Up to age 51, the plan would be more comparable to a 10 Year renewable and convertible term policy, not a 5 Year plan. The CAUT Insurance Plan is not only renewable, but also convertible to an individual insurance policy right up to age 70. It also incorporates a waiver of

I note with amusement the reference to John Turner's promise when he spoke to the Atlantic Policy Conference in June 1986 in Rev. Roland de Cornille's assessment of the Conservative years (*Bulletin*, Oct., 1986). Turner wants to "ensure minimum standards right across the country". Certainly such a promise and objective is not unambiguous, and has all the aspects of the Delphic oracle. If we are to judge the meaning from the actual performance of the Liberals in their last years of power, surely the rational voter with higher than minimal ideals will vote for the New Democrats next time!

John R. Mayer
Dept. of Philosophy
Brock University

The wrong tool

There is not much to say about the article by Anders Henriksson in the September 1986 issue of the *Bulletin* except that the students who wrote those twisted concepts and who do not know that they should know the meaning of word before they use it are familiar to all professors and teachers. It is especially humbling when they are our own students.

Henriksson did a beautiful job of putting those excerpts from student papers and exams into an article as coherent as those from which the material was taken. I laughed but I also groaned.

To know the proper tool to use in a given situation is in a similar category to knowing the proper word. The meaning will be distorted if the words do not fit, and in a similar way the meaning of Tom McDonald's cartoon is distorted because the professor shown is using what I assume to be the wrong tool for the job hinted by the article. The term paper illustrated is being handled by a pointed spade. Such a spade is used for jobs such as transplanting roses. From the tone and content of the article I do not get the idea that term papers are in the category of roses, but what is hinted is that a manure fork would be a better tool for handling them. A manure fork has a long handle with three relatively long, sharp tines, curved slightly upwards.

Few professors or cartoonists have been exposed to the array of forks on the wall. See **WRONG TOOL/40**

Students face future as debtor-paupers.....1

"Many students don't realize until they graduate what it means to have a loan," says CFS information officer Ann Marie Turcotte.

Better dissemination of information and counselling to students are desperately needed, she says.

To the CFS, high student debt loads are a symptom of a larger problem — escalating costs and the erosion of student aid programs which may be pricing higher education out of the range of many qualified young people. Tuition fees have been rising steadily, says Ms. Turcotte. In addition, many universities charge incidental fees for registration, computer use, course material and other such items that add to the student's burden. Then there are spiralling room and board, transportation, book and equipment costs. According to a CAUT report, the average Canadian student studying away from home must spend at least \$5,500 a year to make ends meet. The Canada Student Loan Program assumes that the student will work at the minimum wage for the summer and be able to put 45% of their earnings towards their annual expenses. But, CFS representatives say that, contrary to government claims of success stories, summer jobs are still hard to find in many areas of the country.

Student aid, says the CFS, has not been keeping pace with the student's financial burdens. Aid programs, which are administered by the provinces, usually constitute a mix of grants and subsidized loans. The amount available varies from province to province and is based on needs assessments of individuals. Any grants in the package

come from the provincial pocket while the federal contribution is the Canada Student Loan Program.

Critics of the current system complain of unfair disparities in needs assessments caused partly because of differences in the way the various provinces administer the CSLP. Another concern is that the grants portion of the package is shrinking, forcing students to rely more heavily on loans and thus accumulate larger debts. The situation is worst in British Columbia because the Social Credit government abolished its grants program in 1984. Other provinces are reducing or freezing grants. And the fact that the federal government recently capped the growth of transfer payments for education and health to 5% is likely to further reduce provincial spending on student aid.

Many students would probably borrow even more money to meet expenses if they could, but the federal government froze the maximum weekly level of loans at \$105 in 1984.

Even with this freeze on, some Conservative voices are suggesting that the CSLP has become too costly and cumbersome. The Nielsen Task Force's preferred scenario is the federal government pull out of the loans program altogether and instead provide grants to the provinces to support student aid. The Canadian Federation of Students is uneasy with this recommendation because the Task Force does not specify how much of a grant should be allocated in lieu of the CSLP. In addition, the CFS maintains that the federal government should play a leadership role in funding of higher education, rather than passing the buck to the provinces.

The federal government has not yet decided what to do about the CSLP but it is reviewing the program and plans to involve the provincial authorities in this review. A federal-provincial consultative committee, composed of education representatives from both levels of government, is being established so that, in the words of Secretary of State David Crombie, "we can together find ways to make best use of available resources." Mr. Crombie adds that he'll be "looking for input from student representatives and other interested groups such as the CAUT" in the review of student aid programs.

Another federal initiative in the works is a public forum on post-secondary education which would, says Mr. Crombie, "bring together Canadians from all walks of life to seek a consensus on the contributions higher education can make to Canada's future."

Jean Wright welcomes these opportunities for students to express their concerns to government authorities and feels that federal-provincial consultations could be effective in improving student aid. But she wonders whether the fine-sounding intentions will

really give birth to progressive action. The federal government's recent about-face on research funding through its budget cuts to the National Research Council are disturbingly revealing.

"There's been quite a lot of rhetoric put out by this government, and then they just turned around and have done exactly the opposite in terms of their expenditures," says Ms. Wright.

The CFS fears that the trend to finance education through loans is entrenching existing economic disparities. Students without family backing or other resources may be intimidated by the prospect of high debts and forego university or college. As well, people from lower-income backgrounds are less accustomed to the idea of borrowing money than middle class students. The Conservative government's own Nielsen Task Force report affirms this: "There is ample sociological evidence that reveals the unwillingness of young people or families, particularly from lower income levels, to assume long-term debt."

Liberal MP Roland de Cornille says he has heard from people in areas of high unemployment who are highly reluctant to finance education through loans.

"There is fear that they will become indebted and unable to pay their debts," he says.

Mr. de Cornille chairs a national task force on post-secondary education which is hearing submissions from across the country in order to present ideas to the Liberal Party convention in November.

Lynn McDonald, NDP critic on post-secondary education, is especially concerned about the impact of inadequate student aid on women. She says women students have a harder time than men finding summer jobs, and that even when their careers are launched, earn less than men and therefore suffer more from debt burdens. Ms. McDonald adds that this is one of the factors keeping many women in traditionally female dominated occupations instead of seeking expensive training in specialized fields such as science and engineering.

In British Columbia, where the provincial government drastically cut higher education funding, post-secondary enrolment has declined in recent years. Statistics Canada figures show that there were roughly 1000 fewer full-time students registered in B.C. in 1985 as compared with 1983. The situation prompted the Canadian Federation of Students to target student aid as their prime lobby issue during the B.C. provincial elections. But CFS efforts seem to have made little impact on Socred thinking. During the campaign, education minister Russ Fraser was quoted by Canadian press as saying that poorer people should postpone their

education, if they cannot afford it.

Both student organizations and the CAUT are lobbying governments to increase grants and to eventually abolish tuition fees altogether. But in the present deficit-conscious atmosphere, many voices are calling for the opposite, an increase in tuition to alleviate the strain on university budgets. Those suggesting that tuition fees should rise, adopt a "user-pay" philosophy which assumes that the main benefit of post-secondary education goes to the individual and therefore the individual should bear the brunt of costs.

The Fraser Institute in B.C., a staunch user-pay advocate, argues that at present only a small percentage — 15% — of university revenues comes from tuition fees and that a more reasonable ratio would be 50/50, that is, the individual should contribute 50% of university operating costs.

Opponents of the user-pay mind-set have two main counter arguments: 1) students are already contributing their fair share to pay for higher education; and 2) society benefits far more from university and college graduates than is currently acknowledged.

Allan Sharp, president of CAUT, argues that students already pay more than their fair share for their education if one takes into account foregone income and the fact that only a portion of university budgets goes towards instruction. Prof. Sharp points to a CAUT study which calculates that independent full-time students lose about \$5,000 in income a year by devoting themselves to studies instead of entering the labour market. This "lost opportunity" should be considered when reckoning the amount that students invest in their education. The study also points out that a large fraction of university revenues is used for research which does not directly benefit students, rather than for teaching. If students' total investment were put towards instruction alone, the study estimates, they would be paying for 60 per cent of their education against a 40 per cent government investment.

Jean Wright points out that, in addition to many social benefits, education has concrete economic payoffs to Canada and should be viewed as a long-term investment. In today's information age and technologically competitive world, she says, a well-educated work force is essential for economic growth. "We shouldn't just see education as only a social program. It's also an economic program. If you're going to give tax breaks to businesses to stimulate jobs and the economy, this is another way to do it."

Prof. Sharp worries that an increasing number of students are seriously questioning whether they can afford higher education and that universities and colleges may again become the sole domain of an economic elite. The con-



sequences of this decline in accessibility may only become apparent in ten or 20 years, but will affect the whole fabric of Canadian society.

"We as a community will become impoverished if stu-

Chairs in Economic Relations with China and Japan

Applications are invited for two Chairs to be established at the University of Victoria to strengthen teaching and research programs in contemporary Pacific Rim studies.

The University of Victoria, which has approximately 500 faculty members, an undergraduate enrollment of around 9000 and 1000 graduate students, has Faculties of Arts and Science, Education, Engineering, Fine Arts, Graduate Studies, Human and Social Development, and Law. In recognition of the growing importance to Canada of the Pacific region, the University has been developing its teaching resources in Asian languages since 1976. An interdisciplinary Centre for Pacific and Oriental Studies was established in 1978 to co-ordinate undergraduate teaching and research programs in this area. The Centre is now being reorganized and a regular academic department and a research institute with outreach responsibilities will be created.

The successful applicants will have:

- a strong background in economics with interest in policy and planning;
- an outstanding record of teaching and research;
- a knowledge of the culture, system of government and/or business practices of China or Japan with an established network of contacts in the country;
- a working knowledge of Chinese or Japanese;
- a record of active co-operation with others in the public or private sector as well as with university colleagues.

Salary is to be negotiated but will be commensurate with the range expected for a senior Professor of international stature. The University's regular fringe benefit program will apply. The successful candidates will share their time on an approximately equal basis between a host academic department or school such as Economics or Public Administration and the new research institute.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Applications should be sent to: Professor F. Murray Fraser, Vice-President Academic, University of Victoria, P.O. Box 1700, Victoria, British Columbia, V8W 2Y2.

Completed applications must be received by December 15, 1986.

UNIVERSITY OF VICTORIA

The University of Victoria offers equal employment opportunities to qualified male and female applicants. Women are particularly encouraged to apply.





par Robert Léger

Aout 1945: la grande tuerie mondiale est terminée et nos soldats reviennent du front. Le gouvernement libéral du temps, dirigé par William Lyon Mackenzie King, décide d'aider les anciens combattants à acquérir une formation universitaire en donnant une subvention aux universités pour chaque soldat libéré par l'armée qui fréquente ces institutions. Par la suite, la compétition scientifique avec l'URSS et la compétition économique avec les Etats-

Les objectifs des programmes d'aide à l'éducation du gouvernement du Canada

- **Aide générale:** contribuer à la consolidation et au développement du secteur de l'enseignement postsecondaire dans l'ensemble du Canada pour répondre aux aspirations individuelles des Canadiens désireux de s'instruire et de se perfectionner et aux besoins et possibilités de la société canadienne.
- **Accessibilité de l'instruction:** faciliter l'accès à l'instruction à tous les Canadiens capables et intéressés en réduisant les obstacles dus à leur situation socio-économique ou à leur appartenance à un groupe dont le système scolaire actuel ne répond pas pleinement aux besoins, et aléger le fardeau financier que suppose la fréquentation d'un établissement d'enseignement.
- **Mobilité:** réduire les obstacles qui seraient de nature à empêcher les étudiants canadiens de niveau postsecondaire, les professeurs canadiens et les diplômés canadiens de poursuivre leurs études, leur formation ou leur travail, là où ils le désirent au Canada.
- **Possibilités d'emploi:** encourager le système d'enseignement pour qu'il soit davantage en mesure d'offrir aux Canadiens la possibilité d'acquérir les compétences nécessaires pour occuper les emplois indispensables à la croissance économique du pays ou caractérisés par une grande mobilité à l'intérieur du pays comme à l'échelle internationale.
- **Recherche:** favoriser, dans les établissements d'enseignement post-secondaire, la formation de chercheurs et l'acquisition des connaissances et des moyens nécessaires à la recherche, de façon à répondre aux besoins généraux de la société canadienne en matière de recherche et de développement et à trouver des solutions aux problèmes qui surgissent dans des secteurs d'intérêt national.
- **Langues officielles dans l'enseignement:** donner aux Canadiens la possibilité d'améliorer, par le biais de programmes d'enseignement, leur connaissance des deux langues officielles, et permettre aux anglophones du Québec et aux francophones des autres provinces et des territoires de pouvoir s'instruire dans leur propre langue officielle.
- **Compréhension du Canada, civisme et identité culturelle:** favoriser chez les Canadiens, par le biais de programmes d'enseignement, une meilleure connaissance et compréhension d'eux-mêmes et de leur milieu de vie, et ce, en mettant l'accent sur la diversité culturelle du Canada, et encourager et maintenir le sens civique des Canadiens.
- **Relations internationales:** promouvoir les intérêts du Canada dans le domaine de l'enseignement, notamment en établissant des liens entre le système scolaire canadien et celui d'autres pays, en faisant mieux connaître à l'étranger le Canada et sa population, en encourageant les études internationales du Canada et les travaux internationaux conjoints de recherche et d'étudiation et en adoptant des politiques et des programmes pour les universités et les étudiants étrangers qui fréquentent un établissement d'enseignement au Canada.
- **Scolarisation directe:** développer les connaissances, les aptitudes et le sens critique des groupes dont l'éducation est à la charge du gouvernement fédéral, par le financement ou la gestion d'écoles, ou encore selon d'autres modalités financières.
- **Besoins du gouvernement fédéral en tant qu'employeur:** promouvoir la formation, en nombre suffisant, d'une main-d'œuvre possédant les connaissances, les aptitudes et les capacités essentielles au bon fonctionnement de la fonction publique, y compris la connaissance des deux langues officielles.

Unis encouragent le gouvernement libéral à poursuivre son aide aux universités.

C'est ainsi que commence la participation importante des libéraux fédéraux dans le domaine du financement des universités. Le but du présent article est de faire l'historique de cette participation au financement de l'enseignement supérieur et de la recherche depuis ce moment.

Vers 1950-51, les subventions pour les anciens combattants avaient sensiblement diminué et le gouvernement avait décidé de mettre fin au programme. Les universités se sont alors rendus compte de l'importance du financement fédéral pour l'enseignement universitaire et firent part de leurs doléances auprès de la Commission Massey-Lévesque sur les arts, les lettres et les sciences. Cette commission d'enquête fut très favorable aux universités. Par exemple, le rapport final déclare que les universités "servent la cause nationale de plusieurs façons, directes ou indirectes, et qu'elles contribuent de brillante manière à la force et à l'unité nationales".

Constant l'état lamentable du financement des universités, la commission recommanda l'octroi de subventions directes aux universités. Louis Saint-Laurent, premier ministre libéral du temps, en profita pour octroyer une subvention de 50 cents par citoyen de chaque province. Aucune législation n'a été adoptée. Plus tard, en 1956, le premier ministre annonçait que les subventions aux universités passeraiient à un dollar par capita. A cette occasion, il déclarait:

Le développement de notre vie culturelle sera assuré d'abord lorsque nous aurons un nombre suffisant de savants et d'artistes qui pourront s'entretenir en contact avec l'ensemble des citoyens soit pour les instruire, soit pour puiser leur inspiration, et aussi lorsque nos institutions d'enseignement ainsi que les autres organismes privés seront en mesure d'accomplir pleinement leur rôle dans ce domaine. Toutefois, l'initiative privée, laissée complètement à elle-même, ne peut pas tout faire. L'Etat a également sa part de responsabilités dans cette œuvre collective."

Ces actions unilatérales du gouvernement fédéral provoquèrent l'ire de Maurice Duplessis, premier ministre du Québec. Celui-ci défendit aux universités québécoises d'accepter les subventions du fédéral car, disait-il, les actions du gouvernement fédéral constituaient une intrusion dans les responsabilités des provinces. Le gouvernement libéral de Louis Saint-Laurent fut incapable de dénicher l'imbroglio avec le Québec et ce n'est qu'après la mort de Maurice Duplessis que le premier ministre conservateur

John Diefenbaker en arriva à un compromis avec le Québec. Les universités québécoises purent alors bénéficier de la manne fédérale.

Les Libéraux fédéraux reprirent le pouvoir au début des années soixante. Le Programme canadien des étudiants (PCPE) fut institué en 1964 et garantissait des prêts aux étudiants qui, après vérification, n'auraient pas autrement eu les moyens de poursuivre des études postsecondaires. A l'automne de 1966, le gouvernement libéral mit fin aux transferts directs aux universités. A leur place, on institua un système de transferts fiscaux aux provinces et on leur céda un certain nombre de points d'impôt. M. Pearson argumenta que l'intérêt national exigeait qu'un niveau de service minimum soit possible à travers le pays, mais que cette aide du fédéral devait être administrée par les provinces. Le gouvernement fédéral s'engageait à payer 50% des dépenses de fonctionnement des universités et des autres institutions postsecondaires.

Peu de temps après, les fédéraux changeaient de leader et Pierre Elliott Trudeau devenait premier ministre du Canada. Ce n'est toutefois qu'à partir de 1976 que des changements majeurs vont se produire au niveau du financement de l'enseignement supérieur. En juillet de cette année-là, le gouvernement du Canada proposa d'annuler le système des frais partagés et de lui substituer un nouveau programme de transferts où l'augmentation de la contribution fédérale ne serait plus liée à l'augmentation des dépenses réelles. Les provinces seraient libres d'allouer ces fonds à leur guise; mais dès le début on parla d'obligation morale pour les provinces de maintenir certains standards minimums de financement. Les libéraux fédéraux pensaient que le nouveau système de "financement... des programmes établis" amènerait une plus grande flexibilité.

Mais la définition de flexibilité semble avoir été comprise différemment par le fédéral et par certaines provinces. Le gouvernement fédéral commença alors à se plaindre que certaines provinces se servaient du financement des programmes établis pour réduire leur financement à l'éducation postsecondaire avec le résultat (dit le fédéral) que la proportion des dépenses payée par le fédéral augmentait et que celle des provinces diminuait.

Au début des années 80, le gouvernement fédéral devint plus conscient de sa position fiscale. Alors en 1981, le ministre des Finances annonça la fin du Programme de revenu garanti qui se chiffrait à environ trois quarts de million par an. Par la suite, le gouvernement libéral du Canada continua de sabrer

dans le financement de l'enseignement postsecondaire en imposant le régime des 6 et 5%. Seul la part de l'enseignement postsecondaire des Programmes établis fut touché. Malgré une opposition vigoureuse des provinces et de la communauté universitaire, \$360 millions furent ainsi perdus durant 1983-84 et 1984-85.

Le gouvernement libéral tenta d'élaborer une politique de l'enseignement supérieur. En juillet 1982, le secrétaire d'Etat, M. Regan, discuta du rôle important joué par les universités canadiennes:

Aucune société civile ne peut s'épanouir en l'absence d'un système d'éducation postsecondaire capable de contribuer à son bien-être économique et à sa vitalité intellectuelle et culturelle. (traduction)

Les Libéraux continuèrent d'essayer d'élaborer une politique sur les accords fiscaux, mais il y avait peu de consensus à l'intérieur même du parti. D'aucun voulait que le fédéral se retire complètement du domaine de l'enseignement supérieur, d'autres voulaient une participation encore plus directe du gouvernement fédéral. En 1983, le secrétaire d'Etat, Serge Joyal, publiait le document "L'aide du gouvernement du Canada à l'éducation" dans lequel on trouvait les objectifs des programmes d'aide à l'éducation du gouvernement du Canada (voir encadré). Après le départ de M. Trudeau, l'enseignement supérieur fut l'un des sujets discutés lors de la campagne au leadership. Dans sa chronique du 21 juin 1984, le journaliste Richard Gwyn écrivait:

Après ses (M. Turner) commentaires initiaux, au milieu de la campagne, sur son insatisfaction concernant la qualité de l'éducation au Canada, Turner est revenu sur le sujet dans chacun de ses discours jusqu'au congrès. (traduction)

En réponse à une question posée par l'ACPU lors de la campagne de 1984, les Libéraux citaient M. Turner:

Nous devons avoir des entretiens avec les provinces afin de nous assurer que les budgets, les subventions et l'aide aux étudiants dans le domaine de l'enseignement postsecondaire sont utilisés comme il se doit par les provinces et ne sont pas perdus.

Le parti appuya aussi le financement à long terme des conseils de recherches.

Exclu du pouvoir, le parti a établi un Groupe de travail sur l'enseignement postsecondaire qui voyagea à travers le pays et fera rapport au congrès du parti en novembre 1986.

La recherche

A la suite du rapport Massey-Lévesque, le gouvernement libéral de Louis Saint-Laurent fonda le Conseil

des arts. Plus tard, le gouvernement de Lester Pearson créa le Conseil des sciences en 1966 avec comme objectif de donner des avis indépendants sur la science et la technologie. En 1969, le Conseil de recherches médicales du Canada (CRM) fut établi afin "de favoriser, d'aider et d'entreprendre des recherches appliquées et cliniques dans les sciences de la santé au Canada...". La structure actuelle de nos trois conseils subventionnaires a été mise en place par le gouvernement libéral de M. Trudeau en 1978. Cette année-là, le Conseil de recherches en sciences humaines et le Conseil de recherches en sciences naturelles et en génie furent fondés.

L'autre changement majeur introduit par les Libéraux fut la fondation du ministère d'Etat aux Sciences et à la Technologie en 1971. Le but de ce nouveau ministère était de formuler des politiques encourageant le développement des sciences et de la technologie afin d'atteindre les objectifs économiques et sociaux du pays. Dans les faits, ce ministère n'a jamais été tellement important: les Libéraux y nommaient des ministres "juniors" ou encore le donnaient à un ministre ayant déjà un ministère.

Plus tard, le parti libéral annonça l'objectif de consacrer 1,5% du Produit national brut à la recherche et au développement à partir de 1983. Dans les faits, le soutien à la recherche a été plus limité. Le financement prévu par le plan quinquennal du Conseil de recherches en sciences naturelles et en génie ne s'est jamais réalisé. Le financement du Conseil de recherches en sciences humaines était inadéquat compte tenu de son mandat.

Durant leurs dernières années au pouvoir, les Libéraux ont mis en place un crédit d'impôt à la recherche scientifique. Ce régime avait peu à voir avec la recherche scientifique et était surtout un don à certains gros contribuables.

Conclusion

Le parti Libéral du Canada était au pouvoir lorsque la plupart des politiques fédérales en matière d'enseignement supérieur et de recherche ont été annoncées. Cependant, ces politiques venaient répondre à des problèmes immédiats et ne découlaient pas, en général, d'une philosophie de l'enseignement supérieur bien articulée. Le problème, c'est qu'à l'intérieur du parti, on ne s'entendait pas sur la place que devait occuper le gouvernement fédéral dans le domaine de l'éducation.

Le gouvernement Trudeau, en particulier, a créé une struc-

Voir

LE PARTI LIBERAL/8

Liberal party a key player in creation of higher education policy in Canada

by Richard Bellaire
CAUT staff

The Liberal Party has been a major force in the formulation of federal higher education and research policy in Canada because it has formed the government for much of Canada's post-war period when major policies in this area were being shaped and refined.

The returning military personnel of World War II forced the country and its Liberal government to confront many pressing issues, including university funding. Furthermore, scientific competition from other countries and the need to remain competitive vis-a-vis the United States encouraged the Liberal government to support the extensive expansion of higher education.

After vigorous lobbying by the university presidents, the federal Liberal government under William Lyon Mackenzie King instituted a system of \$150 per capita grants to each discharged service man or woman for attendance at a Canadian university. This system peaked in 1946-47 at a cost of \$37 million.

By 1950-51, total federal support had fallen to \$9 million and the federal government brought the veterans program to an end. The federal government still gave official recognition to the importance of higher education. In 1950 at a University of Toronto convocation, Prime Minister King affirmed that "The Universities are, without question, among the most precious of our national institutions". The universities realized the need for continued federal support and argued this case before the Royal Commission on the Arts, Letters and Sciences (the Massey-Levesque Report).

The Massey-Levesque commission strongly supported the universities. The report stated that universities "serve the national cause in so many ways, direct and indirect, that theirs must be regarded as the finest of contributions to national strength and unity". The Commission reviewed the sorry state of university funding and recommended direct grants to institutions. With these recommendations in hand, the Liberal government, under a new Prime Minister, Louis St. Laurent, instituted a system of grants to the provinces based on \$50 per citizen in the province. No permanent legislation was passed and the funding was carried out through the annual appropriations legislation.

At the time Mr. St. Laurent stated that "these federal grants were designed primarily to assist the universities to maintain the highly qualified staffs and the working conditions which are essential for the proper performance of their functions..."

The unilateral action by the federal Liberals provoked a strong reaction from the Quebec government of Maurice Duplessis. Quebec argued that the federal actions were an invasion of provincial constitutional responsibilities and the premier forbade the universities in Quebec to accept the federal funds. The Liberal party was not able to resolve this problem and it was not until the Progressive Conservative government of John Diefenbaker worked out a compromise that Quebec universities benefited from the federal program.

In 1964, the newly returned to power Liberal government initiated the Canada Student Loans Program to help post-secondary students fund their education. By 1966-67, the cost of the general support program for higher education had risen to \$99,000,000 per year. In the fall of 1966, the government indicated that it was changing the direction of federal policy, as well as the relationship which had been built up between the universities and the federal government. The Liberal government of Lester Pearson terminated the program of direct payments to the universities. Since Mr. Pearson argued that there was still a broad national interest in maintaining a minimum level of services across the country, the federal government replaced the old program. The new program called for the federal government to meet 50% of the operating costs of universities and other post-secondary institutions. This program was part of the larger Liberal approach which had resulted in shared-cost arrangements for hospitals and Medicare and the Canada/Quebec Pension Plan. All these actions were grouped under the heading of "co-operative federalism".

Almost immediately after the introduction of the new federal approach, the Liberal Party changed leaders and Pierre Elliot Trudeau became prime minister. Mr. Trudeau had opposed the policy of Louis St. Laurent and that of the federal Liberals for the funding of the universities in the 1950s. He had rejected direct federal involvement in universities and had suggested that the federal government "contribute to change its fiscal practices so that provinces and municipalities have at their disposal sufficient tax revenue to allow them to fulfill their obligations".

The philosophical views of the new Liberal leader, combined with a federal worry over the escalating bill for the costs of post-secondary education, resulted in yet another system of federal support for higher education.

In July 1976, the federal government proposed a major modification of the system. Under the federal proposals, the national government

would withdraw from the shared-cost programs and replace them with a system of transfer payments which would grow by a predetermined escalator unrelated to the growth in the actual costs of these programs. The provinces would be free to use this money in any way, although, from the beginning, there was a question of moral commitment on the part of the provinces to maintain an adequate funding base. The proposal was subsequently adopted as policy, resulting in the Established Programs Financing (EPF) arrangement with the provinces.

The EPF arrangement seems to satisfy a number of Liberal Party desires: to maintain social programs, support health and education, treat all provinces in a similar manner, limit the growth in costs.

In pushing its proposal, the Liberals had argued that the passage of EPF would introduce flexibility into the operation of the three established programs. However, it quickly became apparent that the federal government was not interested in the kind of flexibility undertaken by the provinces.

In fact, the provinces acted on the federal suggestion that they could cut back on the funding of higher education without suffering any loss of federal transfers. When the federal data began to suggest that the federal share of the funding of post-secondary education was growing and the provincial share was decreasing, the federal government expressed unhappiness with the operation of EPF.

In the early 1980s, the Liberal government became much more concerned over the general fiscal position of the government. In 1981 the minister of finance announced that he wished to save substantial amounts of money from the federal transfers. The result was the termination of the Revenue Guarantee Program which amounted to about three quarters of a million dollars per year.

In spite of the strong negative reaction on the part of the provinces and the university community, post-secondary education was again a victim of the federal/provincial economic wars when the Liberals imposed the 6.5% program on the growth in the post-secondary side of EPF (and only post-secondary side) in 1983-84 and 1984-85. The total loss over the two years for post-secondary education was about \$360,000,000.

During this same period, the Liberal government was attempting to develop a policy towards higher education. The secretary of state of the day (July 1982), Gerald Regan, talked about the important role to be played by Canadian universities: "No civilized society can flourish for long in the absence of a post-

secondary system that is capable of contributing to its economic well-being and to its intellectual and cultural vitality." In 1983, the then secretary of state, Serge Joyal, issued a report "Support to Education by the Government of Canada" which outlined a set of national objectives for the support of higher education (see accompanying box).

The Liberals continued while in government to try to develop a new type of arrangement with the provinces, but there seemed to be no clear, agreed upon approach within the party. Some members wanted the federal government to withdraw from this area; others wanted much more direct federal involvement.

Research

The Liberal governments of their day were also involved in the development of university research in Canada. As an outgrowth of the recommendations of the Massey-Levesque Commission, the St. Laurent government had established the Canada Council. The current structure of the three granting councils came into place in 1978 with the development of the Natural Sciences and Engineering Research Council and the Social Sciences and Humanities Research Council. The Medical Research Council had already been established in 1969.

The other major structural change introduced by a Liberal government was the establishment of the Ministry of State for Science and Technology in 1971. MOSST was to formulate policies to encourage the development of science and technology in support of the country's economic and social goals. In July 1983, the Prime Minister gave the MOSST Secretary the role of Chief Science Advisor to the Government. However, in operation, MOSST has not fulfilled its initial promise. From the beginning, its ministers have either been drawn from the junior ranks of the government or they have had one or more Cabinet portfolios besides their science position. Prior to the establishment of MOSST, the Liberal government of Lester Pearson had set up the Science Council in 1966 to provide independent advice on science and technology.

Though the Liberal Party had an announced aim of spending 1.5% of GNP on R&D by 1983, the actual support for research was more limited. NSERC's first five year plan was never funded at the levels set out. SSHRC's funding was inadequate for its mandate, and the Medical Research Council also suffered from financial uncertainty.

Recent actions

Higher Education was one of the issues discussed during

the 1984 Liberal leadership campaign. As Richard Gwyn stated in his column of June 21, 1984: "After his (Mr. Turner's) initial comment, in mid-campaign, about his dissatisfaction with the quality of education in Canada, Turner returned to the subject in almost every speech to the convention."

In response to questions posed by CAUT in the 1984 campaign, the Liberals said that they would meet with the provinces in an effort to ensure that higher education funding from the federal government was channelled properly by the province and not reduced. The party also supported long-range funding



for the granting councils.

Out of power, the party has established a National Task Force on Post-secondary education which is travelling about the country and will report its findings to the leader and the party before the Liberal Convention in November of 1986.

See LIBERALS/8

Liberal government policy statement, 1983

National objectives for the support of post-secondary education

- General support objective: to help maintain and strengthen the post-secondary capacity throughout Canada required to respond to the individual learning and development aspirations of Canadians and the needs and opportunities of Canadian society.
- Educational opportunity objective: to facilitate the access of all qualified and interested Canadians to formal learning by reducing barriers due to socio-economic status or to membership in groups that are not fully served by the existing education system, and to reduce financial hardship resulting from participation in the education system.
- Mobility objective: to minimize any barriers that might prevent Canadian post-secondary students, teachers and graduates from studying, training or working wherever they wish in Canada.
- Employability objective: to promote the capacity required in the education system for Canadians to obtain the qualifications necessary for occupations critical to national economic growth and for occupations characterized by a high degree of inter-regional and international mobility.
- Research objective: to encourage the development of researchers and research knowledge and capacity in the post-secondary education system, consistent with the general research and development needs of Canadian society or in order to provide solutions to problems arising in areas of national concern.
- Official languages in education objective: to provide opportunities for Canadians to increase their knowledge of Canada's official languages through formal learning, and for members of the English language community in Quebec and the French language communities in the other provinces and territories to be educated in their own official language.
- Canadian understanding, citizenship and cultural identity objective: to increase through formal learning the knowledge and understanding Canadians have of themselves and their environment, with particular concern for the cultural diversity of Canada, and to stimulate and maintain a sense of Canadian citizenship.
- International relations objective: to promote Canada's international interests in matters relating to education including provision of links between the education systems of Canada and of other countries; promotion of a better knowledge abroad of Canada and its people; encouragement of international studies in Canada and of international joint research and scholarly activities; and provision of policies and programs relating to foreign scholars and students in Canada.
- Federal direct schooling objective: to develop knowledge, skills and critical capacity among groups whose education is a federal responsibility, through financing and/or management of schools and other financial arrangements.
- Needs of the federal government as an employer objective: to promote an adequate supply of personnel with skills, knowledge and capacities needed for an effective public service, including appropriate official language capabilities.



Call for Nominations Appel de Candidatures

Nominations are now being actively sought for election to the positions of CAUT President, Vice-President (Internal), Vice-President (External) and to available positions on the various CAUT Committees. In order to maintain the effectiveness of CAUT as an organization it is extremely important that well-qualified members of local faculty associations and unions are nominated. Officers of CAUT will be elected by Council in May, 1987. Members of CAUT Committees will be elected at the Board meeting immediately following council.

CAUT Officers

The President is responsible for guiding the affairs of the Association between meetings of the Council and for ensuring that policies approved by Council are implemented. It is expected that a nominee for the position of President will have considerable experience in faculty association affairs

at the local or provincial level.

The Vice-President (Internal) chairs the Administration Committee and is responsible to the Board for relations between the Association and its staff. The Vice-President (External) is responsible for relations with CAUT member associations and other organizations with which CAUT has links.

CAUT Committees

The following are the Committees for which nominations are solicited. Nominees should have considerable experience in the area of responsibility of the committee to which he or she is

nominated.

- Academic Freedom and Tenure
- Collective Bargaining and Economic Benefits
- Status of Women
- Librarians

Term of Office

The term of office for the President and the two Vice-Presidents is one year. The term of membership on CAUT Committees is three years except for the Librarians Committee for which the term of membership is two years.

Nominations may be submitted by

any CAUT member and should include:

- a letter of nomination,
- a brief statement of why the nominator feels the nominee is qualified to serve,
- the agreement of the nominee to serve if elected,
- a completed copy of the "Standard Information Form" which is available from any faculty association office or from CAUT.

Nominations should be sent to E.O. Anderson, Person Chairing, Elections and Resolutions Committee, CAUT, Suite 1001, 75 Albert Street, Ottawa, Ontario, K1P 5E7. Nominations should be received if possible by March 31, 1987 except for nominations to the Academic Freedom and Tenure Committee which should be received by December 31, 1986 so that they may be considered by the Committee at its first meeting in 1987.

L'ACPU sollicite des candidatures pour les postes de président(e), de vice-présidente(e) aux affaires internes et de vice-présidente(e) aux affaires externes ainsi que pour les postes vacants des différents comités de l'association. Il est très important que les candidate(s) proposées soient des membres d'expérience des associations et des syndicats de professeurs locaux afin de maintenir l'efficacité de l'ACPU. Le Conseil élira les dirigeants lors de l'assemblée de mai 1987. L'élection des membres des comités aura lieu à la réunion du Bureau de direction immédiatement après l'assemblée du Conseil.

Les dirigeants de l'ACPU

Il revient au (à la) président(e) de diriger les affaires de l'association entre les assemblées du Conseil et de veiller à ce que les lignes directrices approuvées par le Conseil soient mises en

œuvre. Les candidats à la présidence doivent posséder une expérience considérable dans les affaires des associations de professeurs à l'échelle locale ou provinciale.

Le (la) vice-président(e) aux affaires internes préside le Comité d'administration et rend compte au Bureau de direction des relations entre l'association et le personnel. Le (la) vice-président(e) aux affaires externes s'occupe des relations avec les associations membres et avec d'autres organismes avec lesquels l'ACPU entretient des rapports.

Les comités de l'ACPU

Des candidatures sont sollicitées pour les comités ci-dessous. Les candidats doivent avoir de l'expérience dans le champ de spécialité du comité pour lesquels ils sont proposés.

- Comité de la liberté universitaire et de la permanence de l'emploi

- Comité des négociations collectives et des avantages économiques
- Comité du statut de la femme
- Comité des bibliothécaires

Mandat

Le mandat du (de la) président(e) et des deux vice-présidents est d'un an. Le mandat des membres des comités de l'ACPU est de trois ans sauf dans le cas du Comité des bibliothécaires dont le mandat des membres est de deux ans.

N'importe quel membre de l'ACPU peut proposer une candidature qui doit être accompagnée des documents suivants:

- une lettre de mise en candidature,
- un bref exposé des raisons pour lesquelles il(elle) estime que le (la) candidat(e) est apte à occuper le poste en cause,
- l'engagement par écrit du (de la) candidat(e) à exercer sa charge si il ou elle est élue(e),
- un exemplaire rempli de la "formule d'information réglementaire" que l'on peut se procurer au bureau d'une association de professeurs ou à l'ACPU.

Les candidatures doivent être envoyées à M. E.O. Anderson, président, Comité des élections et des résolutions, ACPU, bureau 1001, 75, rue Albert, Ottawa (Ontario) K1P 5E7. Aucune candidature ne sera acceptée après le 31 mars 1987 sauf pour les candidatures au Comité de la liberté universitaire et de la permanence de l'emploi dont la date limite de réception est le 31 décembre 1986. Le comité pourra ainsi étudier les candidatures requises lors de sa première réunion en 1987.

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LE PARTI LIBERAL . . .
ture d'aide aux universités qui assurait une certaine pérennité et qui aurait pu rendre le Canada un peu plus compétitif sur la scène internationale. Malheureusement, ce dernier but n'a pas été atteint puisque le fédéral et les provinces ont sous-financé le système.

Il semble y avoir consensus dans le parti sur le rôle du fédéral dans le financement de la recherche. Il faut se demander maintenant si le parti va s'engager pour un financement à long terme de la recherche et va se prononcer sur les fonds qui devraient être accordés aux conseils subventionnaires pour encourager la recherche universitaire.

Le congrès du parti Liberal de novembre sera suivi avec intérêt par la communauté universitaire. Est-ce que le parti Liberal du Canada pourra élaborer une politique claire et cohérente en éducation supérieure pour les prochaines années?

Note: An article in English on the same issue is published elsewhere in the Bulletin. Each article is not a literal translation of the other.

LIBERALS Conclusion

The Liberal Party of Canada formed the government when much of the federal policy towards higher

education and research was developed. But many of the plans and programs have been simply ad hoc responses to immediate problems. Within the party, there has always been some tension between those who envision a strong role for the national government in the area of postsecondary education and those who see education as a basically provincial responsibility.

At the same time, support by the federal government for higher education is widely regarded as necessary to ensure that Canada as a whole has a first class university system and that all regions are able to offer a satisfactory level of higher education to its

citizens. These multiple desires have resulted in split approach to a federal role in higher education.

There is a clearer acceptance of a federal role in support of research. The question here is - will there be a commitment to long-range funding and what level of funding will the federal granting councils receive to support university research?

The National Policy Convention in November will be watched with interest by the university community. Observers will want to see if the Liberal Party is able to clarify which direction it will take towards higher education in the future.

Private Member's Bill proposes establishment of Canadian Post-Secondary Education Council

by Bill Rompkey, M.P.

"Where there is no vision, the people perish"

— Proverb 29:18

"Post-secondary institutions — not just universities, but also colleges, research institutes, libraries, archives and the like — are part of the intellectual and cultural fabric of any society. The enduring strength of a society ultimately rests more on these institutions than on economic, industrial or military power."

— Excerpt from: *Parliamentary Task Force on Federal Provincial Fiscal Arrangements, 1981, p. 121*

An educated society is richer in every way. We have a rich society in Canada; but its quality, and certainly its economic health, is threatened by the crisis in post-secondary education.

The health of the Canadian society, and especially that of the Canadian economy, is tied in no small way to the health of post-secondary education. Both the private and public sectors need men and women liberally educated and at the leading edge of their discipline. Moreover, industry and government are in need of the research done by the universities and other post-secondary institutions. In an age when one of the few constants is change, those companies, those sectors, those nations which grow and prosper are the ones which emphasize research and development and have prospective employees educated and prepared to meet rapid change in the marketplace.

And yet in Canada there is a crisis in post-secondary education. To quote A. Johnson:

"The finances of Canada's universities and colleges are in

Le député libéral Bill Rompkey est membre du Groupe de travail sur l'enseignement postsecondaire du Porti libéral. Dons le présent article, M. Rompkey soutient qu'il faudrait accorder priorité à l'élaboration d'une stratégie nationale dans le domaine de l'éducation. Il préconise principalement la mise sur pied d'un conseil canadien de l'enseignement postsecondaire que les gouvernements fédéral et provinciaux subventionneraient conjointement et dont les membres seraient recrutés dans le milieu postsecondaire. Ce conseil ouvrirait comme mondial de servir de tribune pour discuter de l'expansion de l'enseignement postsecondaire au Canada et des questions en matière d'éducation à l'échelle interprovinciale, nationale et internationale.

a weakened and uncertain state."

At the same time the federal and provincial governments differ on how post-secondary education should be funded. There is a profound malaise concerning the priorities within higher education. Too little attention, for example, has been paid to the financing of research as opposed to core operations. These problems only add to the older but still unresolved crises of too many students and too few faculty, the difficulty of student mobility, meeting manpower objectives, and the enhancement of citizenship, language and cultural identity. The fact is that, in this century with its satellites, lasers, computers, ICBMs, and transistor radios, in a world which is moving so rapidly to "the information economy," Canada, a leader in so many ways, has no national strategy for education.

In its comprehensive *Review of Educational Policy of Canada* published in 1976, the Organization for Economic Cooperation and Development (OECD) came to the conclusion that politicians and governments would not be able to avoid much longer taking political stands on educational development in Canada. At that time they found a lack of national educational policies for the future, an absence of defined national goals that fit a vision of national interest. The Report suggested the creation of a federal department of education to come to grips with these serious problems.

In view of these conclusions, it is most disappointing that the Nielsen Task Force Report, or any other government response, has not dealt more seriously or definitively with education and research. As the Association of Universities and Colleges of Canada (AUGC) has said, the Nielsen Task Force "erred by not making a case for the continuation of federal support for post-secondary education." Rather than making a specific recommendation on federal financial support for post-secondary institutions, the study team lists a number of policy options. Speaking on behalf of the AUGC, Dr. D.L. Johnston criticized the study team for "skirting the issue of national priorities" by not setting down specific recommendations that reaffirm the federal role in support for post-secondary education.

Surely there is a need now as never before, now on the threshold of a smaller interdependent world with tougher competition among businesses, now when values and beliefs are constantly challenged, now at the beginning of the new information society, there is a need for greater co-ordination of Canadian education.

The Social Science Federation of Canada stressed this in 1982 in its reaction to the conclusions of the Parliamentary Task Force on Fiscal Arrangements which recommended that the Council of Ministers of Education serve as a forum for federal-provincial consultation. The Federation believed that such an approach would be ineffective, and instead recommended the creation of a

reassess. And yet, while education and the education system is so fundamental, so essential, to all this, there is no national debate, no national emphasis, no national forum, no national strategy on education in Canada.

No other federal state in the world is in such a position and no self-respecting modern state should be. We purport to have a national financial strategy; a national trade strategy; a defence strategy; a transportation strategy; an immigration strategy; but no national education strategy. Of course each province has a provincial education strategy, but surely the whole is more than just the sum of its parts. The increasing presence of the Government of Canada in higher education cannot be ignored.

Higher education is financed to the extent of more than 50% from fiscal resources that have been provided by the Parliament of Canada. Yet the idea persists that post-secondary education is a purely provincial matter. On the contrary, there is a massive and pervasive federal presence in higher education: in basic funding, in research funding, in professional and training programs, in a multitude of scholarship, bursary and student assistance programs, in northern studies, native studies, ocean studies, Canadian studies, multiculturalism, bilingualism, in international relations, in military studies and other fields, let alone in a sense of compelling national interest and responsibility.

There are legitimate and unavoidable federal interests in higher education relating to the role of the national government in ensuring that the country has adequate supplies of highly qualified people, that there is some equality of opportunity for young Canadians regardless of where they live, and that there is a development of the knowledge base that required for economic growth and for national sovereignty.

Surely there is a need now as never before, now on the threshold of a smaller interdependent world with tougher competition among businesses, now when values and beliefs are constantly challenged, now at the beginning of the new information society, there is a need for greater co-ordination of Canadian education.

The Social Science Federation of Canada stressed this in 1982 in its reaction to the conclusions of the Parliamentary Task Force on Fiscal Arrangements which recommended that the Council of Ministers of Education serve as a forum for federal-provincial consultation. The Federation believed that such an approach would be ineffective, and instead recommended the establishment of a

Council to be called the Canadian Council on Research and Universities.

"...The principal mandate of the Council would be to discuss and articulate the objectives and legitimate concerns to both federal and provincial governments in the area of higher education and research and to advise on the future orientation and content of federal policies in this area as well as the relationship of these policies to those of the provincial governments. In addition, the Council would assist the federal government in articulating more clearly and effectively its interest in higher education and research. At the moment these interests span various ministries and policy fields (spending envelopes) and appear poorly articulated and coordinated."

In 1984 the third volume of the Report of the Commission on Canadian Studies of the AUGC made similar recommendations. It presented an extensive analysis of the "crazy quilt" pattern of post-secondary education policy. It stressed the need for a national strategy for higher education and research with the universities and colleges and the federal and provincial governments playing appropriate roles in a cooperative fashion.

The authors of the Report proposed a consultative committee on Post-Secondary Education.

"In making this proposal the Commission is aware, of course, of the existence of a variety of interprovincial, federal-provincial, and academic organizations that work to this end, including for example, the Council of Ministers of Education of Canada and bits and pieces of federal-provincial consultative apparatus, as well as national voluntary associations such as the Association of Universities and Colleges of Canada and the Association of Canadian Community Colleges. The plain truth, however, is that these bodies have not yet developed procedures and mechanisms remotely adequate to meet the needs of the country for serious and continuing consultation and cooperation in the field of higher education."

Thomas Symons also called for such a body in his paper "Ontario Universities in a Broader Context," presented to the Conference on Ontario Universities — Access, Operations and Funding — organized by the Ontario Economic Council. He cited the need for national strategies in higher education "that could result from consultation and cooperation of a more substantial and sustained order than now prevails among the universities, within the academic community, amongst the provinces, and between the provinces, the universities and the federal government."

Among his recommendations is the establishment of a

Consultative Committee or Council on Post-Secondary Education and Research to provide a continuing forum for representatives of the federal and provincial governments and the post-secondary institutions.

"...The principal mandate of the Council would be to discuss and articulate the objectives and legitimate concerns to both federal and provincial governments in the area of higher education and research and to advise on the future orientation and content of federal policies in this area as well as the relationship of these policies to those of the provincial governments. In addition, the Council would assist the federal government in articulating more clearly and effectively its interest in higher education and research. At the moment these interests span various ministries and policy fields (spending envelopes) and appear poorly articulated and coordinated."

It seems to me that, to reach the goal of improved post-secondary education, the first thing we need is a vehicle. And why not? After all we have national advisory councils on health, social welfare, economics, the status of women, mining, small business and others. Is education less important to the nation than these? A rational advisory council on education would carry negligible cost; but the return in educational excellence could be tremendous. Other federal states, including Germany and Switzerland, have found such a body useful and necessary.

I intend to reintroduce a Private Member's Bill I had before the House of Commons during the first session of this Parliament. This legislation, Bill C-244, proposed the establishment of a Canadian Post-Secondary Education Council. I have proposed



Mr. Rompkey is a member of the National Liberal Task Force on Post-secondary Education.

a council whose members would be drawn from the post-secondary education community. The majority of the members would be nominated by the Government of Canada. The final makeup of the Council is, of course, open to discussion and debate. Obviously a balance would have to be struck between the legal jurisdiction of the provinces and the pervasive

See COUNCIL/12



Dean of Commerce Saint Mary's University

Applications are invited for the position of Dean of the Faculty of Commerce which becomes vacant June 30, 1987.

With the largest undergraduate commerce enrolment in the Atlantic Provinces and a strong MBA program, the Faculty is committed to excellence in research and teaching. The appointee will be expected to provide dynamic leadership in both these areas. Additionally, the candidate must be able to maintain and develop active ties to the business community.

The Faculty offers relevant and challenging Bachelor of Commerce, Honours, and Master of Business Administration programs designed to prepare students for the ever changing business environment. The Faculty includes five departments: Accounting, Economics, Finance and Management Science, Management, and Marketing.

Candidates should have an appropriate background in a combination of administration, research, teaching and business, and be well qualified for senior academic rank.

Written application, with a résumé including the names of three referees, must be received by December 31, 1986. The candidates should arrange, at the time of application, for the three letters of reference to be sent directly.

In accordance with Canadian immigration requirements this advertisement is directed to Canadian citizens and permanent residents.

Applications and letters of reference should be sent to:

Dr. Michael MacMillan
Acting Academic Vice-President
Saint Mary's University
Halifax, Nova Scotia
B3H 3C3

Négociations/ Bargaining

Robert Léger/CAUT

Strike at the Nova Scotia College of Art and Design

At the time of writing (October 16) the members of the Faculty Union at the Nova Scotia College of Art and Design (FUNSCAD) are on strike. The strike started at one o'clock and many students joined the picket-line to distribute leaflets supporting the faculty. At that time, negotiations were still going on. CAUT collective bargaining officer Howard Snow has been invited to participate and joined the talks on October 16.

On the main item in dispute, the union has given up its request for tenure, but the administration wants more and insists that the power of the arbitrator be limited in the case of a termination after a five year review. The only thing that the administration is willing to agree to on this issue is to permit the arbitration board to verify if the procedures of the review have been followed. They will not agree to let the arbitration board check the substantive issue of whether the termination is fair or reasonable.

The other issues in dispute are as follows:

- Management Rights
- Rights and Responsibilities (workload)
- Grievance and Arbitration
- Sabbatical
- Financial Exigency
- Professional Allowance Committee to distribute research funds
- Faculty Status and Affairs Committee advisory collegial body for promotion and renewal
- Librarians
- Salaries and Benefits
- Committee of the Division
- Transition
- Definition of the bargaining unit
- Discipline and Dismissal

On those issues still in dispute, the president of CAUT Allen Sharp said that "it is bizarre for faculty to have to strike to win contract provisions that have been standard practice for years at universities from coast to coast."

FUNSCAD began negotiating a first contract in August 1985 with 40 members in the bargaining unit. By the time of the strike the size of the unit was down to 32.



THE UNIVERSITY OF ALBERTA

invites applications from, or nominations of, highly qualified individuals for the position of

VICE-PRESIDENT (RESEARCH)

Both male and female members of the academic community are invited to consider the position.

The Vice-President (Research) will be one of the three vice-presidents reporting to the President and to the Board of Governors.

Candidates should have achieved distinction as a researcher, teacher, scholar and administrator.

The appointment is expected to commence July 1, 1987 for an initial term of five years.

Written applications or nominations from individuals both within and outside the University of Alberta will be received until December 1, 1986. Applications should be accompanied by a curriculum vitae and the names of three referees.

Please address replies to:

President M. Horowitz
Chairman, Search Committee
3-1 University Hall
The University of Alberta
Edmonton, Alberta
T6G 2J9

Spector appointment at UBC spurs creation of advisory committee

by Michelle Morissette
Bulletin correspondent

A recent controversy over the appointment of Norman Spector as senior fellow at the University of British Columbia has prompted the creation of a special committee to recommend the style and terms of reference of future such appointments.

UBC's Board of Governors appointed Dr. Spector, who at the time was former premier Bill Bennett's deputy minister and B.C.'s top civil servant, to the post of senior fellow last July.

The appointment — which was made on the recommendation of the president but without any consultation with senate or faculty — caught the academic community by surprise and sparked considerable controversy both on and off the campus. The furor has somewhat lessened following Dr. Spector's announcement that he would be unable to take the job in 1986 because of his appointment as secretary to the cabinet on federal provincial affairs.

However, the issue of the manner by which such appointments could be made is still very much alive.

Initially many faculty were incensed at Dr. Spector's appointment, because of his major role in orchestrating the restraint policies which have hit the university so hard in the past four years.

Meanwhile others viewed the appointment as "outright patronage", created through political pressure shortly before UBC's allotment from a

provincial "Excellence Fund" was to be announced.

For most, however, the main issue is the manner in which Dr. Spector was appointed.

At a summer meeting the faculty association passed a unanimous motion questioning the appointment "which gives the appearance of the university administration bending to strong political pressure and violating the university autonomy."

"Respectable academic practice calls for faculty consultation in the establishment of new positions and for peer review of potential candidates," the motion said.

The faculty association considered seeking legal action on whether the appointment violated either the University Act or the association's collective agreement.

The idea was dropped, however, when UBC president David Strangeway announced that in future "it would be quite sensible to have an advisory committee" to assess the merits of such appointments. Dr. Strangeway formalized his position when he recently asked Academic vice-president Daniel Birch to form a small committee to recommend the "style and terms of reference of appointment of a post of senior fellow at UBC."

Dr. Strangeway, who had denied any political pressure was brought to bear on UBC to make the appointment, has defended his position in making it.

Although recognizing that Dr. Spector is identified with the restraint program, he says,

"I think the issue is not what he has done in the past".

"This is a person who has had a fascinating and interesting career and he wants to take an opportunity to take it all down and tell us about it."

Dr. Strangeway stressed that he has no doubt about his authority to make such appointments — which are rare in Canadian universities.

He has further indicated that he has no intention of withdrawing the appointment and added there is a possibility that Dr. Spector will take up the three year part-time post which would involve some teaching, writing and research in the Faculty of Arts, Commerce and Business Administration in 1987.

Dr. Spector himself has left the door open, indicating that he would be interested in such a position in the future.

Meanwhile, the faculty association is no longer fighting the issue of Dr. Spector per se. Instead, they are more interested in preventing such an occurrence from happening again.

"I still think political pressure was brought to bear on Strangeway and I think he was caught between a rock and a hard place," says Barrie Morrisson, president of UBC's faculty association.

"But the faculty association is willing to let this one go if the membership approves. What is important now is the need to have a procedure in place that will prevent 'one of the boys' getting such an appointment in the future, without consultation, not just with the faculty association.

but with senior administration personnel, deans and department heads."

"Establishing clear criteria for such appointments of distinguished candidates means the university would be able to ward off future demands by the government of the day to appoint their favorites."

One of the ironies of the controversy is that many faculty and department heads and deans considered Dr. Spector an excellent choice for senior fellow, precisely because of his role as one of the major, if not only, architects of the provincial restraint program.

If the president had only used university consultation all controversy could have easily been averted, many said.

"There is widespread misunderstanding on campus and in the media concerning objections to the appointment of Dr. Spector," said Stephen Straker, a professor in the History department.

"What is unacceptable to me and to many of my colleagues is the establishment of the post of senior fellow without appropriate university-wide consultation."

"My own feeling is that, had appropriate consultation taken place, Dr. Spector would have been a prime candidate for appointment in the light of his experience in public affairs and government."

Meanwhile, the issue is up in the air until the committee meets to consider criteria for future such appointments and until Dr. Spector announces he is ready to join UBC.



THE UNIVERSITY OF MANITOBA

Invites Applications
and Nominations
for the position of
DEAN OF ARTS

The Faculty of Arts consists of 17 departments in the Humanities and Social Sciences. Undergraduate programs are offered in all departments as well as in a number of interdisciplinary and cross-disciplinary programs. In addition M.A. and Ph.D. work is done in most disciplines. Approximately 3,800 full-time undergraduate, 2,300 part-time undergraduate and 500 graduate students are enrolled in the Faculty's programs. At the present time the Faculty of Arts has a complement of approximately 300 academic staff and 65 support personnel serving these programs. The Faculty's current operating budget is in excess of \$20 million dollars.

Candidates for the deanship should be interested in maintaining and improving the Faculty's high standards of teaching, should have a commitment to scholarship and a personal record of scholarly achievement, and possess appropriate administrative experience.

Both women and men are encouraged to apply. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

The appointment is expected to commence July 1, 1987, and may be for a period of up to 10 years. Under university policy reappointment is possible. The current incumbent will be an applicant for the position.

Applications (with the names of three referees) and nominations will be received until December 15, 1986 and should be forwarded to: Dr. Terrence P. Hogan, Associate Vice-President, Chairman, Advisory Committee for the Dean of Arts, Room 208 Administration Building, The University of Manitoba, Winnipeg, Manitoba R3T 2N2.

CAUT urges Chile to drop charges against civilians

by Jill Greenwell
CAUT staff

CAUT has called on the government of Chile to drop charges against several members of the Assembly of Civilians, including leaders of faculty and students associations arrested in July in peaceful demonstrations against the Pinochet regime.

The Assembly of Civilians, representing teachers, students, artists, doctors, pensioners and community and women's groups, had called for a two-day national stoppage in early July as part of a campaign of peaceful protests which began after the government failed to respond to a list of demands for a return to democracy and the restoration

of human rights.

The University of Chile has been the target of military and police assaults over the past few months as students and professors protested government intervention in university autonomy. Arrests of students have frequently been violent with tear-gas bombings and university laboratories and installations have been destroyed. The deliberate burning of two students by government forces received worldwide attention.

Faculty recently asked, through a referendum, for the resignation of the current principal of the university — a serving major general in the army — and for the election of university administrators by the academic community.

Grant of merit increases to UBC faculty boosts morale, but low salaries still contentious issue

by Michelle Morissette
Bulletin correspondent

The University of British Columbia's Board of Governors is hoping that a promise to make salaries an important issue and the granting of merit increases to faculty will help to halt the exodus of talent and research grants from that university.

The Board's summer vote to grant merit increases over the next three years, in an effort to bring academic salaries at UBC up in par with its peers, has added a note of optimism to the university climate, decidedly gloomy after several years of restraint.

But, for many faculty, the recent moves by the university smack of "too little, too late".

Current salary negotiations for 1986-87 have reached a critical point with many faculty feeling that the administration is not doing the best it can. Despite a merit increase of three per cent in 1985-86 and the promise of a further merit adjustment in 1986-87, it is unclear whether there is likely to be an additional across-the-board settlement.

At a recent faculty association meeting an unprecedented 339 faculty showed up to an emotion-packed hall to vote almost unanimously in favour of a motion "to allow the faculty association to devise militant strategy to confront the administration with our disgust at the unreasonable sa-

Le conseil d'administration de l'Université de la Colombie-Britannique espère qu'en prononçant de s'occuper en priorité de la question des traitements et en offrant aux professeurs des augmentations au mérite, cela permettra de freiner l'exode des chercheurs talentueux et la fuite des subventions de recherche. A l'été, le conseil a voté en faveur de l'octroi d'augmentations salariales au mérite au cours des trois prochaines années afin d'amener les traitements des universitaires au même niveau que celui des autres universités canadiennes. Cette décision a adouci le climat qui s'était détérioré après plusieurs années de compressions budgétaires. Toutefois, pour plusieurs professeurs, l'université offre trop peu trop tard. Michelle Morissette, collaboratrice du Bulletin, décrit la frustration et l'amertume de nombreux professeurs de l'Université de la Colombie-Britannique face à la sombre situation en matière salariale et à la perte de collègues estimés.

lary policy and its effect on the quality of the university."

"There is no question that there is a tremendous amount of frustration and bitterness," said Faculty Association President Barrie Morrison.

"The fact is that the people who attended the meeting and made and addressed the motion were not your usual rabble rousers but the normally quiet ones. What you had there was the authentic voice of a distressed faculty."

Prof. Morrison said the meeting would have been even more emotional had the administration not tabled a new offer, which will remain undisclosed until it is accepted or rejected.

The lack of progress or of an "acceptable" salary increase" ranks even more as UBC faculty consider that their colleagues at Simon Fraser University recently negotiated a six per cent salary increase. The settlement is now at the Compensation Stabilization Board for approval and the administration there is going to bat for it.

"They've suffered the same restrictions under restraint as UBC and yet they've managed to get their faculty some kind of catch-up," says Prof. Morrison. "And you wonder why people here are leaving?"

"What is needed here is an overhaul of the way salaries are arrived at. They should be included in the budget right from the beginning."

Tom Pedersen, an Oceanography professor who seconded the motion to take drastic steps said the reason he had risen to protest was "not because I'm concerned about my own salary but because I'm concerned about the decline in the quality of this institution."

Prof. Pedersen said this decline had manifested itself rather dramatically within his own department with the departure of two internationally renowned scientists for greener pastures. Between the two of them they will be taking \$700,000 in research grants by the end of the fiscal year.

"Although we are a small department with only 12 people, we had an outstanding reputation. This cannot help but lose us some stature," he said.

"The loss to the economy of the province is equally significant — it's a point that doesn't seem to be taken seriously."

The professors who have resigned say that their reasons for leaving include years of budget cuts, salary freezes and uncertainty about the future. Where UBC salaries once stood in the top two in the country, they now rank about 17th.

Some of the brightest stars have been lured by salary increases of between 10 and 100 per cent, promotions and greater research opportunities.

Gone are Lawrence Mysak

and William Emery, two internationally renowned professors and researchers in Oceanography and Applied Mathematics. Prof. Mysak has left for McGill University where, among other roles, he will be the director of the climate research group in the department of atmospheric sciences. Prof. Emery has left for the National Centre for Atmospheric Research in Colorado.

One graduate student is following Prof. Mysak.

Prof. Mysak, who was at UBC for 19 years, said in a telephone interview from Montreal, that he is earning a "substantial" salary increase at McGill.

"There is no question that the continual budget crunch helped me to make my decision. I had other offers as well. I waited year after year for things to change but in 1984-85, when I could see no changes in the wind, I realized that the provincial government needed a major overhaul in its philosophy."

"One is loyal and willing to have a certain amount of patience but I simply got tired of loyalty and four years of salary freezes. I also wanted to be somewhere where additional research opportunities were encouraged rather than discouraged."

Professors Mysak and Emery will be taking about \$700,000 in research grants with them by the end of the fiscal year.

Another set of prominent scholars who left this summer are psychology professors Anne Treisman and Daniel Kahneman. The husband and wife team left for the University of California at Berkeley, taking about \$150,000 in annual research grants with them.

One graduate student plans to follow Prof. Treisman.

Prof. Kahneman said in an interview from Berkeley that, although a number of factors had prompted their resignations, the salary situation at UBC definitely played a large role.

"There was a very large discrepancy in terms of the income we could command at UBC and what we could get at an American university."

"We were losing heart at UBC. Any university can cope and people can manage to retrench. But the situation was lasting too long. Things may have turned around slightly since we left but there was no indication on the part of the provincial government that it is possible for us to fund the level of salary increases that are warranted, the universities were the only area that were given an allocation for salary increases in the provincial budget."

"The situation is naturally worrisome," said UBC President Dr. Strangway. "And we're doing everything we can to offset it."

"But to be perfectly honest I think the situation is going to get much worse — not just here but right across the country and the whole of North America."

"This is the thin edge of the wedge. By the early 1990's,



Buchanan Tower and Main Library — UBC campus.

ly substantial, it can be repaired. But it's going to take a long time before it can compete."

Academic Vice President Daniel Birch says that, although he is "concerned about the loss of top calibre faculty," it should be emphasized that the university was successful in hiring 69 new people last year, "without lowering our standards."

He added that, while it is difficult to replace international calibre scholars, "The kind of people we are hiring become the potential to become top flight scholars."

He said the university was not terribly concerned about the loss of research grants since such funding was increasing annually with the university obtaining more than \$60 million last year.

He conceded that the issue of salaries was very "fragile" and added that while faculty had received a three per cent merit increase last year it was "far from adequate."

"We're going to have to make a concerted effort over the next few years because we're even further behind this year. And there have been overall reductions of 200 faculty in the last four years."

"Still we are making progress in making government officials understand how things work. While the overall resources are not making it possible for us to fund the level of salary increases that are warranted, the universities were the only area that were given an allocation for salary increases in the provincial budget."

"The situation is naturally worrisome," said UBC President Dr. Strangway. "And we're doing everything we can to offset it."

"But to be perfectly honest I think the situation is going to get much worse — not just here but right across the country and the whole of North America."

"This is the thin edge of the wedge. By the early 1990's,

there is going to be an immense turnover and a tremendous amount of competition between all universities to get good faculty. It's going to be an immense problem."

Dr. Strangway said one of the major reasons for this coming upsurge of departures and competitiveness for good staff is that universities have reached the end of an expansion era in hiring. In the 1960's, universities across North America were all hiring in droves. That generation of faculty is now reaching its retirement age. Some 30 per cent of all faculty is expected to retire within five years. By the end of the century that will be 50 per cent.

"This is why we're doing everything we can to hire young, upcoming people now. In our own way we're stockpiling for the future."

"The departures we're seeing today are really quite minuscule in terms of what we and other universities are going to see very soon. We just happen to be in the forefront because we are currently less competitive."

"That's why it is so important to make the point that we must remain competitive in order to receive our share. Already we're getting letters from places like California which say the universities there are looking for bright young people because, since the state has increased operating grants by 40 per cent in the last three years, they now have the money to hire."

"It's terribly important that we keep working and that the university be seen as a resource for the province rather than a drain."

In order to make precisely that point, the university has recently issued a slick, well-bound, glossy document aimed at government business and the public entitled "The Engine of Recovery".

The 14-page document, which spells out what the university has to offer the community and what meas-

ures it has taken to streamline itself through restraint, clearly spells out the importance of salaries right at the beginning.

"UBC competes on a national and international basis for renowned researchers, scientists, artists and other faculty," states the document. "The North American market for faculty is highly competitive since the supply of first class university professors and researchers is limited."

"These people bring prestige, grants and other expert personnel to a university campus, creating a highly productive climate for both the university and province of B.C."

"UBC must be in a position to compete for the faculty it needs providing them with facilities and salaries commensurate with their salaries and expectations."

"Competitive facilities and salaries form a vital part of the hidden infrastructure of a good university. This infrastructure must be sound in order to attract top calibre faculty and students at UBC."

Meanwhile, valuable professors have left in microbiology, geography, computer science, applied mathematics, bio-resource engineering, psychology and finance.

"There's no question it is an extraordinary situation numberswise," said Arts Dean, Robert Will. "The question is what is the potential of even more leaving this year? We won't know that for a while."

"Many people have good reason not to feel buoyant and are therefore looking for possibilities elsewhere."

"We've always had people moving because any good university does. People want to have their careers advance. The issue is whether the current situation is attributable to specific factors. The circumstantial evidence is that it is related to us being down and not up. Salary is just one rea-

See UBC/12

CAUT to continue monitoring use of pension fund surpluses by employers

by CAUT staff

Recently, there has been much discussion in the media about the issue of pension surpluses. Two recent Ontario court cases, Dominion Stores and Dominion Securities, have resulted in employers being required to return to the pension plan monies they had withdrawn. This article addresses some of the issues raised and the possible impact on university pension plans.

First, it must be noted that this question of surplus arises only in defined benefit plans. Money-purchase or defined contribution plans are structured in such a way as to never operate with a surplus or deficit. Some university pension plans are a combination of the two types — money purchase with a minimum guaranteed defined benefit — and these types of plans could run a surplus or deficit.

Because of high interest rates, lower salary growth than predicted, lay-offs, early retirements and other factors, many defined benefit pension plans are operating at a surplus. This means that the plan actuaries have indicated that the pension plan has more assets than necessary to cover the plan's current liabilities (the major liability, of course, being the accrued pension benefits of the plan members).

There are two questions which must be addressed when discussing the disposition of any surplus. The first concerns what happens to any surplus in a pension plan after that plan has been terminated. The second concerns the use that can be made of a surplus in an ongoing pension plan. This article is concerned with surpluses in ongoing plans since no university has indicated any intention to terminate an existing pension plan.

There are a number of options available. The surplus can be carried forward as a reserve, but Revenue Canada might limit the income tax deductibility of employer contributions to a plan that is running a large surplus. This is not a direct problem for non-

taxable universities; however, Revenue Canada gets very concerned when non-taxable organizations operate differently from taxable bodies. This was the major reason why the government moved to end the special advantage of Employee Benefit Plans for non-taxable organizations such as universities. The employer may reduce or suspend its contributions while a pension plan is in surplus. The benefits under the plan could be increased to use up the surplus. In some provinces, the employer could apply for a refund of a portion of the surplus.

The provincial pension regulations may require the employer to apply to the Provincial Pension Commission for a refund of any surplus. The court cases in Ontario revolve around the question of the role of the Commission in granting this refund to the employer.

Basically, the Courts have required the Pension Commission in Ontario to act fairly in accordance with basic procedural principles in authorizing the employer to withdraw funds. For example, in the Dominion Stores case the court ruled that the authorization given to Dominion was in violation of the duty of fairness as the union

and plan members involved were not given notice or an opportunity to appear or make submissions to the Commission before the Commission made its decision.

In the university context, this question of surplus has caused controversy at a number of institutions. It was a significant factor in the strike at Dalhousie, and currently a number of Ontario universities are dealing with the issue. Many collective agreements and/or pension plan documents require the employer to contribute at least as much as the employee either in one year or averaged over a number of years. Usually, the cost of the benefits accrued for the current year's service will be more than the employee's contributions and an employer contribution equal to the employee's rate. If the plan is running a surplus, university administrations are arguing that they should only be required to put in the minimum amount (i.e., matching employee contributions) rather than the actual required amount for the current year's service. The difference is being credited to the employer from the ongoing surplus.

Employee-members of pension plans generally argue that surpluses arise from a number of sources including some ac-

tions which have an adverse impact on employees, i.e. lower salaries, lay-offs etc. Therefore, they argue, surpluses should be used for the improvement of benefits, to build up reserves, and not to enable the employer to take a contribution holiday. They also argue that pensions are deferred wages and must be used for employee benefits. The CAUT Brief on Pension Reform 1983 recognizes pension benefits as deferred wages.

There is nothing to prevent plan members from attempting to negotiate clearly specified procedures for dealing with any ongoing surplus in a pension plan. For example, surpluses above a specified amount could be used to improve benefits for retired employees or for improving future benefits.

The CAUT Collective Bargaining and Economic Benefits committee, at its October meeting, passed a resolution on this issue which has been forwarded to the CAUT Board's November meeting for discussion.

In Quebec, the employer is prohibited from withdrawing any of the surplus of a pension plan. Elsewhere, the courts will continue to be involved and CAUT will continue to monitor this most important issue.

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son, Environment is another." Mr. Will said the university's decision to grant merit increases will help improve the situation.

"There are indications that things are moving in the right direction, that things are improving slightly. But then it all depends on whom you talk to. Some people don't feel that way at all."

Adds geography head Olav Slaymaker: "Things are on the upswing. I think we've seen the nadir over the last 12 months."

Dr. Slaymaker stressed that, while faculty are still being actively solicited to other campuses, there seems to be a new determination to stay a while longer because there is a sense "that we're over the worst".

"The president has taken some rather strong stands and that is helping. There is also a sense that the rearrangements of the last few years and the crisis surrounding the firings of tenured faculty are over because the president has made it clear that this is not going to be an ongoing policy."

"Still, there is this extraordinary lack of understanding in Victoria, which helps to keep the situation slightly unstable."

James Varah, head of the computer science department, agrees that while the situation

is beginning to turn around slightly with more dollars available there is still considerable difficulty in recruiting new people.

"We've had several vacancies and have been unable to fill any of them. Part of the problem is people's reluctance to come here because of a lack of financial incentives. As well, restraint, in general, has not made us very competitive. People are afraid of the climate in general."

While Simon Fraser University is not experiencing quite the same level of faculty resignations as UBC because of slightly better salary conditions, among other factors, it is experiencing similar problems in recruiting new people.

Says SFU President William Saywell: "We're experiencing difficulty in hiring good people in those areas where most hiring goes on — computer science and business. This is largely due to the fact that we are falling behind the national pay scale. Where we were once at the top of the scale, we're now down near the bottom and we're not able to attract the people we want."

"Salaries in eastern Canada and south of the border are much higher and there is a perception that education here is not a high priority and is far less secure than it is in Ontario or California."

COUNCIL 9

and growing involvement of the national government. It would be funded jointly by the federal and provincial governments and its mandate would be to "provide a forum for the discussion of the development of post-secondary education in Canada and of interprovincial, national and international educational questions." One of its tasks would be to propose a national education strategy within three years.

The Canadian Teachers' Federation would go beyond this. It has advocated, in its submission to the Macdonald Royal Commission, the establishment of a Canadian Office of Education jointly supported by the Government of Canada and the governments of the provinces and territories. It would disseminate information nationwide as well as promote research in education. It would study fiscal problems and recommend how they can be solved. It would co-ordinate federal education activities and promote common policies on education across Canada.

That Office would be supported by a Canadian Council of Education which would draw upon the advisory resources of a broad range of interests in Canadian society.

I support these proposals of the CTF and believe they are objectives we should aspire to and attain. But as goals they would be more difficult to realize in the short term than the greater co-ordination of post-secondary education. If every journey begins with the first step, I believe a Canadian Post-Secondary Education Council is a realistic beginning. It is something we can

achieve. It is something we must achieve.

I believe that a national education strategy should be a top priority in Canada today. But we should first give some semblance of order to the hodgepodge that exists in Canadian education, so that we may better come to grips with that strategy. Better co-ordination of post-secondary education, and, in time, of the whole field of education is long overdue.

We are resource rich in Canada. But the greatest resource of all is our people and especially our young people. And yet the recent Senate Report on Youth tells us they are in danger of being "a lost generation". Does the 20th century belong to Canada as Sir Wilfrid Laurier said? Are we one of the top five countries in the world with growing influence? Are we coming of age internationally, discovering what we are, throwing off our sense of inferiority, competing head-to-head with the world leaders? If so, what are our goals; what is our vision of Canada?

It is time to make education our number one priority. Let us aim at a national strategy for education and let us start by getting our act together. This is the greatest challenge facing Canada today and to fail to deal with it will be to put the nation at risk.



Depuis quelque temps, la question des fonds excédentaires dans les régimes de retraite fait couler beaucoup d'encre. A ce sujet, deux jugements ont été rendus récemment en Ontario en faveur des employés de Dominion Stores et de Dominion Securities. En effet, les employeurs se voient forcés de rembourser les fonds qu'ils ont retirés des régimes de retraite de leurs employés. Le présent article discute de quelques uns des problèmes soulevés et des répercussions possibles sur les régimes de retraite des universités.

IN/PRINTS

Books received by The Bulletin. Unless otherwise noted, information was supplied by the publisher. Some books may be reviewed later.

FRANK UNDERHILL: INTELLECTUAL PROVOCATEUR, by R. Douglas Francis, University of Toronto Press, 1986. In the intellectual history of twentieth-century Canada, Frank Underhill looms large: historian, social critic, political theorist, university teacher, and sensitive and articulate bolshewist of his times. Douglas Francis' biography traces the development of Underhill's ideas and places them in the context of his personal life to create a portrait of one of English Canada's most important thinkers. The author is associate professor of history at the University of Calgary.

THE GOVERNMENT GENERAL AND THE STATE IN CANADA, 1900-1945, by Doug Oronson, University of Toronto Press, 1986. The Canadian state emerged from the Second World War very different from the one that had existed at the turn of the century: relations between the individual and the state had altered drastically and irrevocably. Owram explores the reforming impulse and its political dimension: the impact of war and depression on attitudes to the state, the League of Social Reconstruction and its relations with the CCF, R.B. Bennett's New Deal, and the various changes of heart experienced over forty years by W.L. Mackenzie King. The people explained in this book and the

social and political movements in which they believed helped shape Canada's response to powerful forces that were changing its way of life forever. The author is a professor of history, University of Alberta.

HISTORIANS, PURITANISM, AND THE ENGLISH REVOLUTION: THE RELIGIOUS FACTOR IN ENGLISH POLITICS BEFORE AND AFTER THE REVOLUTION, by Michael Finlayson, University of Toronto Press, 1986. This study — partly historiographical, partly historical — suggests a way of approaching seventeenth-century English political history in which continuity, not revolutionary discontinuity, is the paradigm. Concentrating on the politics of religious considerations to politicians before and after the Civil War, the author suggests that Puritanism has been too widely attributed to contemporaries and proposes instead that anti-Catholicism might more adequately explain successive political crises between 1621 and 1641, and again between 1666 and 1688, than Puritanism. Michael Finlayson is a professor in the Department of Political Science, University of Western Ontario.

FEDERAL STATE, NATIONAL ECONOMY, by Peter Leslie, University of Toronto Press, 1986. The balance between regional needs and federal priorities in Canada is a critical element in the search for a national economic policy. This interpretive essay provides a context in which to view the political and economic forces that make up that delicate balance, including those emerging from the report of the Macdonald Commission.

UNIVERSITIES IN CRISIS: A MEDIEVAL INSTITUTION IN THE TWENTY-FIRST CENTURY, edited by William A.W. Nelson and Chad Gaffield, The Institute for Research on Public Policy, Halifax, N.S. This book is about the alterations that are, or need to be, under way in the university. The authors of this volume provide a critical and balanced study of the pivotal issues of academic independence and the effect of technological change on North American universities. They predict that the institution will survive, but with difficulty and with a potential compromise of purpose.

*Special feature*

WOMEN AND THE UNIVERSITY



The struggle for equal and equitable salaries and benefits, fairness in career advancement, appreciation of new forms of learning, and recognition of the inter-relationship of person and position is a struggle that advances the condition of every person. This special *CAUT Bulletin* feature on the status of women in the university is but a first installment in our attempt to learn from and contribute to what we view as a process of improvement for both women and men in the university.

The issues raised here — positive hiring strategies, sexual harassment, the accommodation of institutions to

new forms of thought and experience, day care, the visible and not-so-visible accomplishments of academic women — barely touch on the range of concerns affecting the CAUT Status of Women Committee and the CAUT membership in general. For example, issues not yet addressed here but currently before the Status of Women Committee include a review of the career paths of academic women (including tenure and promotion procedures), and a joint effort with AUCC to develop a statistical picture of the number and condition of part-time academics.

As indicated in the chronology on

the following page, none of these issues is new to CAUT. Having had the benefit of several decades of thought, debate, and new forms of organization that have strengthened us, the challenge for us, as academic staff and organizations of academic staff, is to develop strategies to implement the changes that are necessary to provide a university life that is fair and equitable. This process is on-going. It is only by sharing our successes, and our failures, that we will be able to progress.

This special *Bulletin* feature is just one effort at the communication that is necessary. Through our regular

column, Network and the Status of Women Workshop, we hope to continue that process and provide a forum for all to benefit. Most important, these ideas and experiences must be shared and activated at the local level.

The CAUT Status of Women Committee is prepared to offer whatever resources it can (speakers, written materials, research, policy development) to assist local and provincial associations to achieve these objectives. Don't hesitate to contact the CAUT central office or any member of the committee for information or assistance. — by SWC Chair Jane Gordon.

La lutte pour des traitements et des avantages sociaux égaux et équitables, pour l'équité dans les promotions, pour l'appréciation de nouvelles formes d'apprentissage et pour la reconnaissance de la relation entre la personne et son travail contribue à améliorer la condition de chaque personne. Ce supplément du *Bulletin* de l'ACPU traite de la condition de la femme à l'université. Il constitue le premier jalon de nos tentatives pour apprendre à améliorer la situation des hommes et des femmes à l'université et pour y contribuer.

Les questions soulevées, entre autres les stratégies positives d'embauche, le harcèlement sexuel, l'adaptation des établissements d'enseignement aux nouvelles formes de pensée et d'expérience, les services de garde, les réalisations visibles et celles qui ne sont pas aussi évidentes des femmes universitaires, abordent à peine la variété des problèmes qui préoccupent le Comité du statut de la femme de l'ACPU en général. A titre d'exemples, mentionnons l'examen du profil de carrière des femmes universitaires (y compris la permanence et les méthodes de promotion) et un projet conjoint entre l'ACPU et l'AUCC visant à dresser un tableau statistique du nombre et de la condition des universités à temps partiel, qui sont à l'ordre du jour du Comité

du statut de la femme.
Toutes ces questions sont familières

à l'ACPU. Forts de plusieurs décennies de pensée, de débat et de nouvelles for-

mes d'organisation qui nous ont tonifiés, nous faisons maintenant face au défi, en tant qu'universitaires et associations d'universitaires, de mettre au point des stratégies qui permettront d'apporter les modifications nécessaires à la vie universitaire pour la rendre juste et équitable. Cette démarche est continue. Nous ne pourrons avancer qu'en partageant nos réussites et nos échecs.

Ce supplément du *Bulletin* n'est qu'une première initiative pour améliorer la communication. Nous espérons, par le truchement de notre chronique dans le *Bulletin*, notre Réseau et les ateliers du Comité du statut de la femme, poursuivre ce cheminement et fournir une tribune dont chacun profitera. Chose des plus importantes, il est essentiel de participer et de mettre en pratique ces idées et ces expériences à l'échelle locale.

Le Comité du statut de la femme de l'ACPU est disposé à offrir toutes les ressources possibles, soit des conférences, des documents, des recherches, des conseils pour élaborer des politiques, afin d'aider les associations locales et provinciales à atteindre ces objectifs. N'hésitez pas à communiquer avec le secrétariat de l'ACPU ou avec l'un des membres du comité pour demander des renseignements ou de l'aide. — par Jane Gordon, présidente CSF

Women and the University

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CAUT Status of Women — a Chronology

1961 CAUT Council adopts a resolution favouring equal pay for work of equal value. Within a year, this policy statement is endorsed by 23 of the then 35 university presidents.

1965 CAUT establishes a committee to study the status of women in university teaching in Canada. Sheila Toshach (Alberta) is the first person to chair the committee.

1967 CAUT committee, with financial assistance from the Royal Commission on the Status of Women, completes *A Comparison of Men's and Women's Salaries and Employment Fringe Benefits in the Academic Profession*.

1973 CAUT Committee on the Status of Women Academics, chaired by Naomi Griffiths (Carleton), recommends Guidelines Concerning the Refusal of Academic Appointment on the Basis of Family Relationship Rather than Merit.

1974 CAUT committee, chaired by Margaret Anderson (Guelph), recommends Guideline on Maternity Leave. Committee work focusses on part-time employment, day care and regional meetings with corresponding members.

1975 CAUT committee focusses on federal legislation, unisex actuarial tables for pension calculation and a programme to develop local sensitivity to women's issues on campuses.

1976 CAUT committee sponsors panel discussion at Council, provoking a resolution calling on universities to assign responsibility at a senior level to coordinate, implement and monitor measures to achieve equality for women and to conduct formal studies at each university on the status of women.

1977 *But Can You Type? Canadian Universities and the Status of Women* by Jill Vickers and June Adam. The first book published in the CAUT Monograph series.

1979 CAUT committee, chaired by Norma Bowen (Guelph), recommends abolition of the committee, amendment of the terms of reference of other CAUT committees to include concern with gender differences, addressing issues of concern to women academics at the Collective Bargaining Conference and searches for qualified women candidates to hold CAUT offices, Board positions and professional and management appointments within CAUT.

1980 CAUT Status of Women Committee re-established, Jan Newson (York) chairing. Committee focus includes sexual harassment guidelines, affirmative action, sexist language, unequal salaries and a more effective use of collective bargaining.

1982 CAUT committee organizes the first CAUT Status of Women Workshop (Winnipeg).

1983 CAUT committee holds second CAUT Status of Women Workshop (Halifax). Person chairing is Johanna Foster (Windsor). Committee focusses on day care, salary anomalies, granting councils and affirmative action.

1984 CAUT committee sponsors third Status of Women Workshop (Toronto).

1985 CAUT committee becomes a standing committee of CAUT, as are the Collective Bargaining and Academic Freedom & Tenure committees. Committee finalizes Policy Statement on Positive Action and Manual on Female Salary Discrimination is completed. A fourth Status of Women Workshop is held in Calgary. Carolyn Attridge (Victoria) is interim person chairing.

1986 CAUT committee focusses on implementation of positive action strategies, a review of tenure and promotion procedures, a special feature in the CAUT Bulletin and strengthening a network of contacts at each campus. Jane Gordon is person chairing. A fifth Status of Women workshop is planned for February 1987 in Ottawa.

Status of Women Committee 1986-87



Jane Gordon, Mt. St. Vincent



Rebecca Coulter, Athabasca



Carolyn Attridge, Victoria



Sandy Casey, Queen's



Betty Dwyer, Simon Fraser



Jennie Hornsby, UNB

Status of Women

Jane Gordon
Committee Chair



Equity begins at home

A Statistics Canada survey has telling news about the representation of women in labour organizations. Based on information received under the Corporations and Labour Returns Act (most local faculty associations file information returns under CALURA), it was revealed that, as a percentage of total executive board members, women comprised 1.9% (international unions), 25.7% (national unions) and 11.5% (government unions). On average, women comprised 18.4% of executive board members in unions in Canada. (Labour Canada, Women in the Labour Force, Part 3, Table 3, 1985.) Overall, for the same period, 27.1% of all union members were women.

What executive positions do these women hold? Global data is not available; however, a recent survey by the Canadian Union of Public Employees (CUPE) indicated that 25% of its national executive board members were women, while 30% of provincial division presidents and 60% of provincial division secretaries were women. Approximately half of CUPE's 300,000 membership are women.

How then do we fare as organizations of academic staff? At the national level, five of 32 elected and ex-officio CAUT Board members are women. The Administration Committee, FAPUQ and staff representatives are all male, while two of the three persons chairing standing committees are women. Of the provincially-elected CAUT Board members, 15.7% (3/19) are women.

At the provincial level, one of seven presidents is a woman. There are no women holding the office of provincial secretary or treasurer. Locally, 12.7% of presidents are women, 13.3% of secretaries and 29.2% of treasurers are women. Statistics for FAPUQ were compiled separately. All 12 local association presidents in Quebec are male, while one-third of secretaries and 20% of treasurers are women. Women comprise approximately 15% of full-time faculty and 66.6% of full-time librarians at Canadian universities.

What are we to make of this information? As organizations of academic staff, we have expressed our dissatisfaction with the underrepresentation of women in academic ranks and have advocated positive action programs to remedy the situation.

How do professional and labour organizations remedy similar situations? The Canadian Labour Congress and Ontario Federation of Labour have implemented affirmative action programs at the executive board level by creating new positions reserved for women. Affiliates of the CLC and OFL have not rushed to follow suit. Instead, they have increased the profiles and budgets of internal programs and activities designed to increase the awareness and participation of women members.

As women, we must take the initiative in the struggle for equality. We must encourage each other to take an active part in seeking change and ensure that the requisite support and preparation are provided. So, as classes resume, and commitments and priorities for the coming year are established, let's take a look at our own organizations. Do they reflect our goals? What are we, as women, doing to ensure that they do?

CAUT has commissioned an in-depth external review of its aims, operations and financing. A three-person external review committee composed of Charles Bigelow, Dean of Science (Manitoba), Sylvia Gold, President, Canadian Advisory Council on the Status of Women, and Paul Siren, retired General Secretary, Association of Canadian Television and Radio Artists, will be conducting cross-Canada meetings to learn the views of the CAUT membership on the shape and direction the Association should take. Please ensure that your views on CAUT and the role and influence of women and issues of concern to women within the organization are conveyed to both the External Review Committee and the CAUT Status of Women Committee.



A new challenge for women in higher education

by Chaviva Hosek

This article is based on a speech given by Chaviva Hosek at CAUT's Status of Women Workshop held in Calgary in February, 1986. Dr. Hosek is an associate professor of English at Victoria College, U of T, and is a former member of CAUT's Status of Women Committee. She is also Past-President of the National Action Committee on the Status of Women, of which she was President from 1984-1986, and has been active in the women's movement since the early 1970s, working on economic and social policy issues on the provincial and federal levels.

Many of the first feminist or proto-feminist thinkers wrote primarily about the education of women. In the 18th century what was later known as "the woman question" focussed intensely on the matter of women's education. It was Woman's comparative lack of education that was seen by Mary Astell, Mary Wollstonecraft, and later Margaret Fuller and many, many others, as the reason for her comparative lack of development or distinctive achievement, or her degraded condition as compared to men.

These and other writers asserted that education, which gave women access to logical thought, philosophical depth, and historical and literary range, could help to create women of distinction, genuine intellectual ability, and spiritual depth. A partial remedy for women's difficulties in a world dominated by men was positioned to be some form of better education; if women would

just be given access to true learning, some of them could overcome the deficiencies of their being-in-the-world.

The basic argument that education will somehow cure women's ills — that it is up to women to educate themselves to fit into the world as constituted by men and by a certain patriarchal tradition in order to find for themselves a life of greater range, diversity, and depth than that currently offered as the standard female role — has been repeated, with differences in detail, throughout the history of the women's movement.

I do not mean to be ironic at the expense of women's education. I am struck by the fact that, faced with a world in which women are systematically excluded from certain roles and positions of power and routinely have harder lives than men in the same class and place, we continue to believe the solution is for women to work harder, study more and "improve themselves" to earn the right to be taken seriously, paid adequately, and not be beaten.

One massively important wave in the progress toward equality for men began in Canada in the 1870s. Among the most important victories of that period was winning the right for women to attend university along with men and to get university degrees. An enormous amount of controversy surrounded that issue, accompanied by public debates, editorial comments and debates in the legislatures. The arguments against women's education may sound familiar because we hear versions of the same concerns expressed today every time there is discussion about including women in any previously male-dominated institution.

In the 1870s there was fear that women were not biologically suited to the rigors of serious study; that women would be rendered unfit for childbearing by overtaxing their brains; that higher education would make women less womanly; and finally, that there would be a moral breakdown as a result, in the words of that day, "of bringing scores of young men and women into intimate relations in the same institution at the excitable age of 18 to 22".

At the University of Toronto, one last-ditch effort to delay the inclusion of women in classes was made on the basis of inadequate toilet facilities. That was 1884. Women have had access to university education for about 100 years, but it is only within the past five years that women undergraduates in Canadian universities have been just about equal in number with men.

Women have made significant progress in breaching the barriers of male institutions,

though all of us know that they are clustered in certain fields traditionally more acceptable for them, and are significantly underrepresented in math, science, engineering and computer science, philosophy

find a way to make use of the vast and heady resources for learning made available to them.

However, I believe the stage of wishing only to fit into existing institutions and struc-

I am struck by the fact that, faced with a world in which women are systematically excluded from certain roles and positions of power and routinely have harder lives than men in the same class and place, we continue to believe the solution is for women to work harder, study more and "improve themselves" to earn the right to be taken seriously, paid adequately, and not be beaten.

and certain of the social sciences. We know that women are overrepresented among untenured faculty members and term contract teachers, and underrepresented among full professors. Women on staff fill the clerical and administrative assistant categories and are comparatively absent from senior management and director positions.

Women have entered male-dominated post-secondary institutions. Now we must take our rightful place in those institutions and transform them. Only with the power to trans-

formations is largely over, certainly for most of my generation of university teachers. Increasingly we wish to transform our universities from unquestioningly male-dominated or male-centred ones into, if not women-centred ones, then at least institutions which are gender-equal.

However, to do that we must change institutional arrangements; and universities, more than many of our institutions, are extremely resistant to change. This is because, beyond the normal resistance and unwillingness of any bureaucratic institution to



often see themselves as the only bulwark against the barbarians who wish to destroy that value. At the same time, the university sees itself as a place on the leading edge of breakthroughs in knowledge. Therefore, those parts of the university which conceive of themselves primarily in that way tend to be impatient of institutional changes, believing that intellectual and scientific breakthroughs will somehow "take care of" institutional problems.

The university does not respond well to having human and institutional problems pointed out, not only because of the general human unwillingness to hear bad news, but also because "the idea of the university" in the minds of many of the people in it is heavily idealized.

The "descent" into details of pay, maternity leave, child care and policy on sexual harassment involves a very large step down — not from the reality of universities — but from the ideal which many people continue to use as their image of the place in which they are working, teaching and learning.

A final resistance to institutional change for the benefit of women is the fact that our universities grew out of a monastic tradition. It is a comparatively recent phenomenon to have married male university teachers as the norm. The celibate scholar, whether male or female, is

Le présent article s'inspire d'une allocution qu'a prononcée Mme Chaviva Hosek, professeure d'anglais à l'Université de Toronto, sur le thème "Women and Education" lors des ateliers de l'ACPU sur le statut de la femme tenus à Calgary il y a quelques mois. Mme Chaviva est présidente sortante du Comité canadien d'action sur le statut de la femme et est engagée dans le mouvement féministe depuis le début des années 1970 en s'attaquant aux problèmes sociaux et économiques aux paliers fédéral et provincial. Dans cet article, elle relate les débuts de la lutte des femmes pour accéder à des postes universitaires. Elle souligne le besoin des femmes de prendre, maintenant, la place qui leur revient dans un système universitaire dominé par les hommes et de le transformer.

The reason it has been difficult to get adequate childbirth leave, parental leave, and day care on campus is not just because of money and the supposed difficulty of making it happen, but also because child care and provisions for childbearing bring into the university the world of contingency, necessity and frail human biology — just the traits which women have symbolized to our patriarchal society and which it has a long history of wishing to deny.

form our institutions do we achieve true membership in our communities.

When women first entered university teaching and scholarship they were so rare that most of them felt immensely lucky just to be allowed to be there. Like all newcomers to an enterprise (or a new country), they tried to adapt and to fit in, hoping to

change, the universities have certain traditions and ways of seeing their role that make them particularly immovable. First, there is the fact that one of the crucial functions of the university is to be a repository of the knowledge of the past. This means that, of its nature, the university must be a place in which many people value the past and indeed

part of an honorable and old tradition. Women entering university teaching as celibates can fit into this model, but women who come to university teaching, marry and then have children, have been a kind of shock to the system. The university has been a place set apart for wisdom, contemplation, and breaking through previous intellectual barriers. Women and, in particular, women with children, have put that whole idealized "transcendent" image of the university into question and confronted it with the cycle of biology, and mere human mortality.

The reason it has been difficult to get adequate childbirth leave, parental leave, and day care on campus is not just because of money and the supposed difficulty of making it happen, but also because child care and provisions for childbearing bring into the university the world of contingency, necessity and frail human biology — just the traits which women have symbolized to our patriarchal society and which it has a long history of wishing to deny. Indeed the church and the university are the two primary institutions of patriarchal society whose function has been to transcend or deny the body.

Yet, we know that, without adequate provision for childbearing and child rearing in our society, the freedom of women to choose how to live their lives is severely limited,



if not downright illusory. About half of professional women of high position in North America never have children. The profession with the least number of children is university teaching.

The problem of how to set policy and do public education about sexual harassment participates in all of the resistances I have mentioned

fortable one for university establishments to deal with because it names the nexus of sex and power in the crudest way and demonstrates that, even in the classroom and laboratory, human behaviour on campus remains far from the ideal of disinterested inquiry in which all of us would like to believe.

We know that language and

Sexual harassment has been a particularly uncomfortable topic for university establishments to deal with because it names the nexus of sex and power in the crudest way and demonstrates that, even in the classroom and laboratory, human behaviour on campus remains far from the ideal of disinterested inquiry in which all of us would like to believe.

earlier, and more. It is bad enough to have to build acknowledgement of biological reproduction into an idealized institution, whose ideals have been created largely by men for men. It is even worse to point out that the university which wants to think of itself as basing decisions on pure merit and not power, contains many examples of sexuality and power severely misused.

In most cases it is the talking about sexual harassment and the desire to find ways of dealing with it that have been treated as a scandal, not the harassment itself. All the tools of belittling, denying, making invisible, and patronizing have been used against those who have spoken out on this topic, as they have on every topic having to do with recognizing women's distinctive experiences. Sexual harassment has been a particularly uncom-

behaviour in the classroom and in university newspapers and publications are still often demeaning to women, or render us invisible. Gender harassment — the persistent denigration of the female gender and women in general through "jokes", belittling, and general comment — poisons the atmosphere for learning and free inquiry. Racist harassment is taken to be a serious matter; gender harassment is no less so simply because it is more familiar and commonplace. As for our invisibility, because of its very nature it is hard to point out — and those who try to do so are often treated as though they're seeing ghosts. And they are seeing ghosts — the ghosts of the women, absent from discourse or consciousness, who should be there and are not.

Despite all that I have said,

universities are, nonetheless, places which can make a great difference to women, and which can be transformed. They can do this in the following ways:

- by increasing access to part-time studies for women and by taking seriously the role of providing education to women returning after years fulfilling other responsibilities;
- by providing non-traditional education for women and girls, including special programs, provision of role models and liaison with high schools and with professional organizations;
- by monitoring their own progress on admission of women to graduate and professional study and taking the findings seriously as a source of action;
- by addressing the specific problems women face in career placement;
- by spending as much money and effort on women's sports as on those in which men participate;
- by providing counselling services for women students, including non-sexist counselling and providing a women's centre where women on campus can share experiences and mutual support.

One of the social roles of universities is to legitimize the knowledge of society, to grant people who are educated there an official recognition for the learning they have done. They are legitimizing, recognizing — granting institutions, learning, after all, can happen in many places. The very fact of the university making efforts in the directions I have listed above adds to the perception of the legitimacy of women's wishes and goals in society, as well as enables us to fulfill some of those goals. Curriculum and teach — is where the greatest opportunities lie. First

and foremost, in women's studies, women and men can learn about women in all the different ways it is possible to do so. They can learn about "reality" as seen and perceived from women's perspectives, and about the creativity of women and the new knowledge and understanding which we are creating and which are being created concerning us.

Access to this knowledge is crucial to women. Without it, we live within patriarchal frameworks and institutions, only dimly sensing alternatives truer to our experiences and our dreams. Without it, every generation of women has to discover our history as if from scratch. It is crucial that we build a continuing and cumulative tradition of learning by and about women so that we can articulate more fully, bring out the silence and invisibility, the sense of what life is and what ideals are when articulated by and through the half of the human race from whom we have not yet heard adequately.

Women's studies offer students and teachers and society as a whole understanding about the human condition from a very different sense of history and values than that represented by the learning of the patriarchal past. It is a centre of a new kind of energy in which learning and life experience interact and interpenetrate — in which new visions of what it is to be human are both being created and questioned.

I believe that the collective work on women that has been done in the past 30 years is somewhat like a new enlightenment in which new ideas about human nature and new ideals are being created — ideas in which biological realities (birth, copulation, and death) are no longer excluded, but are part of the fabric of thinking and are indeed a source for a new and more in-

tegrated way of conceiving of human life. This is an "ideal" of women's studies, which is both a critique of all that we have learned so far, and a creative endeavour to make new knowledge which is inclusive of more human experience than the knowledge of the past.

Professor Caroline Andrew has described a survey she did

development, an opportunity to expand and transform the paradigms within which all the disciplines do their thinking. We know that new energy in most intellectual fields of endeavour comes from the margins of discourse. The traditional disciplines would do well to remember that as they contemplate their futures.

We have a lot of work to do

It is crucial that we build a continuing and cumulative tradition of learning by and about women so that we can articulate more fully, bring out of the silence and invisibility, the sense of what life is and what ideals are when articulated by and through the half of the human race from whom we have not yet adequately heard.

of first year texts in Canadian political science. The total number of pages referring to women and politics per text was approximately 5. This was true even of texts which prided themselves on being up-to-date and cognizant of social history. Similar situations prevail in the texts used in most university disciplines. Despite very strong and exciting research work done in the field of women's studies, the traditional disciplines have so far failed to include that research in their perspectives or approaches to their disciplines. Much work needs to be done with regard to textbooks, as well as courses and reading lists, to bring the advances of new learning in women's studies to bear on the curriculum in universities. Here is a significant opportunity for scholarship and curriculum

to make a place for women in all parts of university life. However, we can no longer be the grateful guests invited into institutions which continue to belong to men. They have not only the administrative, economic and political power within the university, but most important, they have the power to articulate and enforce their vision of what a university is and what it should be. I am not suggesting that we stop our struggle to put women into all parts of university life and to bring about an equitable sharing of institutional power. However, to divide existing institutional powers more equitably is just one stage of the process we are engaged in. The next step will be to transform the culture of the institution and of learning itself.

CAUT Status of Women Committee

Jane Gordon (Sociology & Anthropology) Mount St. Vincent (term expires 1989) PERSON CHAIRING

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Marie Andrée Bertrand, FAPUQ Observer

Helen Breslauer, OCUFA Observer

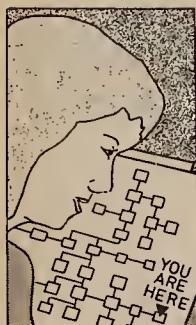
Tina Head (CAUT Professional Officer), SWC Secretary

PERCENTAGE OF FEMALE FACULTY BY FIELD AND RANK CANADA (EXCLUDING QUEBEC)* 1972-73 AND 1983-84

FIELD OF STUDY	FULL		ASSOC		ASST		LECT		OTHER		TOTAL	
	72-73 %	83-84 %										
Education	9.4	10.4	14.6	20.8	18.9	39.5	46.5	44.2	37.7	43.8	20.2	24.3
Fine Arts	5.9	8.9	12.1	15.8	15.7	29.4	23.0	40.5	34.8	30.4	15.9	20.9
Humanities	4.8	8.5	12.6	18.1	19.2	28.8	30.5	50.7	48.3	42.9	17.1	19.7
Social Sci	2.8	4.5	6.8	12.5	11.1	25.9	19.4	36.4	36.5	32.1	9.6	15.4
Agri/Bio	6.2	6.3	11.8	17.0	18.5	27.4	48.9	57.4	42.0	66.7	16.2	17.5
Engineering	0.0	0.3	0.5	1.2	1.7	4.2	1.6	12.5	8.7	4.1	0.8	1.6
Health	4.9	7.1	13.0	19.1	21.3	36.1	51.4	62.8	63.3	83.2	20.4	24.5
Math	0.4	1.3	2.7	4.5	4.8	10.8	14.0	26.2	25.3	23.0	4.0	5.5
Total	3.6	5.2	8.8	14.5	14.4	27.7	31.1	44.4	30.6	34.7	(2.9)	16.5

*Data for Quebec were not available for 1983-84, therefore Quebec data were deleted for 1972-73 for comparison purposes.

Source: Statistics Canada



Women in the University

Who are we?

Professors Ursula Franklin, Marie-Andrée Bertrand and Jane Gordon share some of their views and experiences as women in the academic environment.

Ursula Franklin

Professor Franklin is a full professor in the Department of Metallurgy and Materials Science at the University of Toronto. Trained as a physicist, her research interests in the structure and properties of metals and alloys, ferromagnetism and the history and social impact of technology have led to the publication of nearly 60 scholarly papers and major contributions to books. She has been honoured by her appointment as an officer of the Order of Canada, as the recipient of six honorary degrees and as the first woman to be appointed a University Professor at the

University of Toronto. Her community work has included many public activities related to peace and international understanding and she is greatly esteemed by fellow women academics for her courage in speaking out firmly on a wide range of issues relating to women and for her innovative career trajectory in a field in which few women have achieved recognition. In this interview, recorded in March, 1986, Dr. Franklin talks to Peta Tancred-Sheriff of the Department of Sociology of McMaster University, Chair of the OCWFA Status of Women committee during the 1985-86 academic year.

PT-S: The reason that we wanted to include you in these profiles was that you've had a very unusual career for a woman, and particularly for a woman of your generation. I was just trying to understand a little bit what might have propelled you in this direction.

Peta Tancred-Sheriff, sociologue à l'Université McMaster, a rencontré en entrevue Mme Ursula Franklin, professeur de physique à l'Université de Toronto. Mme Franklin a été la première femme à être nommée professeur à l'Université de Toronto. Elle est membre de l'Ordre du Canada et détient six doctorats honorifiques. Outre son travail à l'université, elle a participé à de nombreuses activités publiques reliées à la paix et à la compréhension internationale. Ses conseils l'ont en haute estime parce qu'elle a eu le courage de dire publiquement son opinion sur diverses questions touchant les femmes et parce qu'elle a œuvré dans un domaine où peu de femmes ont fait leur marque.

strengths and correspondingly their different weaknesses. So that I had never thought that anybody was ordinary or what you might call "normal". People, especially, are different rather than better or worse or superior or otherwise. But there was a right of all people to develop what was in them, and this was not essentially a judgmental thing, whether this turned out to be an academic ability or the ability to grow flowers.

PT-S: At the same time, you are saying your mother was an art historian which is, in some ways, a much more frequent area for women than your own?

UF: Not necessarily at the time. Again, you know the issue of being a frequent area is not a point. It's a matter of where your inclination and your strength lies. It's really immaterial whether you are the only one. So that I was brought up — and I hope that we brought up our children in this spirit — that life is always difficult. The great privilege is to choose the area in which one encounters one's difficulties, so that one can act where one has some strength; few people have that privilege.

PT-S: Why was that?

UF: Both my parents had academic or professional backgrounds; my mother was an art historian, her sister was a medical doctor. A "woman's career" was a non-issue. Also, I have never thought, whether it was as a child or as a mature woman, that I had any chance to be part of the mainstream. The sort of thing that one now finds voiced at times, that women are a minority is very true, but I've always considered myself a minority, not necessarily only because I'm a woman. I have particular ideas which I had never thought would be equated with the mainstream. In fact, I would be very, very suspicious of myself if I found myself being particularly popular, or representing a vast majority.

PT-S: So you were accustomed to being out of the ordinary?

UF: Not so much that, but I was accustomed to thinking that nobody was ordinary. People all had their different views, their different niches; they had their different

to acquire knowledge. There are many fields of study that one can pursue without the help of a university, and many women have done so; and it is only when one looks at the certification of knowledge that the educational establishment is needed. I think we tend to confuse those two points; it is not that certified knowledge is the only real knowledge.

PT-S: I know what you mean. I agree. At the same time, when you were doing your certified knowledge, your Ph.D., you must have been alone as a woman or pretty well alone.

UF: Yes.

PT-S: How did it feel?

UF: Actually, I haven't known anything different. It's very nice to ask: how did it feel? It's only now, really, that I have the privilege of the companionship of women. You miss, and that I was very keenly aware of, is friendship. Not only is there rarely friendship between men and women, but society is rigged so that whatever friendship there is — even if it's a professional association — is interpreted with sexist overtones.

As a young woman, I felt I had to be exceptionally careful in the interaction with my male colleagues, in respect of their own families. I have always considered myself perfectly respectable and I don't think that my male colleagues felt that their virtue was challenged by my presence. But I never felt easy phoning them at home in the middle of Sunday to say: "Look, it just occurred to me that..." And it's only with other women that I've had that friendship and ease, quite apart from receiving and giving personal support. That I've always profoundly regretted; the warm fellowship that one can experience, particularly as a graduate student, I never felt part of, much as I would have liked to, largely because the society put a sexist bias on everything.

Later on, not only did I have the fellowship of women who were not necessarily professional colleagues, but I also had a lot of good friendship with others in the department — women, who were

librarians, or secretaries — so that I had that pleasure and joy of support that women can give each other, without necessarily having it on the level of people with whom I could talk shop.

PT-S: The other thing you've done is that you've combined a full family life, if I gather correctly, with a very full professional life, and this is one of the dualities that is very difficult for women. Was that a problem for you?

UF: Yes, it was. I don't think that it is ever easy and I think I was probably overly anxious in terms of my profession. I had that feeling: If I ever get out of it, I may never get back in. So the years when our children were young were pretty tough, and if I had to do it again I would be much more relaxed. Your children don't instantly become delinquents or drug addicts when mother is away several more hours than I was. And in some ways your profession lets you in again, probably a little bit easier than I had thought. I never let go, because I was petrified, both in terms of the profession and the children, that I juggled. I had a reasonably good opportunity to do so because my husband was supportive and my parents lived in Toronto and I could arrange things so that I was in the lab every second day, and my mother would come to the house on Tuesdays and Thursdays. I took work home, but it was still pretty draining, and I think I would have enjoyed young children more than I did if I hadn't been so petrified. People told me that, but I just didn't have enough faith that it would work for myself.

PT-S: I see also that you spent fifteen years as a research fellow at the Ontario Research Foundation. Was that a choice that went better with family life, or was it a choice that was easier for you professionally?

UF: Neither, it was the only job that was offered to me when I was through with my post-doctorate.

PT-S: No university job?

UF: No university job whatsoever; I could have had other jobs in industry, but I wanted at some point to get back to the university. So I stayed

with the Ontario Research Foundation for quite a while; it was interesting work and we had coped with domestic arrangements once. I could have gone to another university, but my husband was reasonably well settled professionally, and the children had friends.

PT-S: But you finally came to the university in 1967?

UF: Yes, I had always wanted to come back to the university, particularly because there were fields of research, related to my interest in applying materials science knowledge to archaeological material, that one could not do anywhere else. Also, I enjoy teaching.

PT-S: I was just wondering what the hardest things were that you encountered on the way through?

UF: Well, it's hard to come to terms with the fact that the day has only twenty-four hours. And that the laws of probability that one learns at the university don't work in real life. One's children always have measles and/or the great crises at work always come at the wrong time. All women find it's tough to get, even once a week, a dependable cleaning lady and she will undoubtedly have some family crisis at the time when you would need her most. So, really the most difficult thing is that one operates so close to the margin. There is just no free time, no free energy, nothing spare that would carry a person through these points of extra demand. There are peak loads just as in hydro; you have to really work at it to have extra resources that you can draw upon in terms of friends, relatives or so on.

PT-S: What about relationships with colleagues and so on, were those difficult?

UF: Well, I think you have to ask them! I am sure they have very frequently thought it was rather awkward, but that's not so much my being a woman as all my other views. I think it's more difficult to accommodate a pacifist in your department than to accommodate a woman. When all these nice carrots are around, especially at a time when there is a great need to

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Marie-Andrée Bertrand

Marie-Andrée Bertrand est professeure titulaire et chercheure à l'école de criminologie de l'Université de Montréal.

Comment vient-on à l'enseignement universitaire quand on est une femme? Et l'expérience des professeures déjà dans la carrière depuis 20 ans peut-elle être utile aux candidates de 1986? En d'autres termes, mon analyse a-t-elle quelque chose à apprendre aux futures enseignantes universitaires?

Les femmes et les professeures de ma génération, venaient rarement à l'enseignement universitaire suite à une décision précoce (prise dans la petite enfance) et à un choix personnel. Elles de-

venaient professeures d'université suite à une invitation conjoncturelle puisque dans les années '60 on recrutait abondamment. Les modèles étaient rares et même rarissimes. Dans le milieu des universitaires francophones, notamment, dans les années '60, les femmes professeures se comptaient sur les doigts des deux mains. Bien sûr, je parle ici des professeures de carrière et non des chargées d'enseignement et des chargées de cours, non plus que des assistantes de recherche qui, après 10 ou 15 ans de subordination intellectuelle, posaient un jour leur candidature à un poste d'enseignement.

Dans mon cas particulier, c'est après que j'eusse com-

plétée une deuxième maîtrise que le doyen de la Faculté des sciences sociales de l'Université de Montréal m'invita à entrer dans la carrière en m'indiquant que ces deux maîtrises devraient être couronnées par un doctorat dans les meilleurs délais.

A cette époque, un grand nombre de collègues masculins enseignaient à l'Université sans détenir de doctorat, mais à la Faculté des sciences sociales de l'Université de Montréal, l'effort en vue de recruter des Ph.D. ou d'exiger que ceux qui ne détenaient pas le troisième cycle complètent leurs études universitaires au plus tôt, était remarquable. Ces exigences du doyen ont été pour moi déterminantes. C'est la condition attachée à mon

engagement qui m'a incitée à quitter la pratique sociale (j'étais clinicienne dans un service pour jeunes délinquants), pour entreprendre d'autres études universitaires et "entrer" dans l'enseignement. Puisqu'on exigeait des candidats à la profession universitaire un niveau plus élevé de compétence, cette carrière ne pouvait être qu'intéressante.

Voilà pour les événements, les personnes et les circonstances qui m'ont amenée à l'Université. Ce qui m'y a retenue, malgré les invitations à en sortir, se résume en deux mots: quand je compare les exigences de la tâche de professeure-rechercheuse aux difficultés inhérentes à toutes les autres fonctions que j'ai pu occuper (gestionnaire de fonds de recherche, administratrice universitaire, membre de Commission royale d'enquête, présidente d'organisme conseil, dirigeante syndicale, etc.), il m'apparaît que c'est le rôle

de professeure-rechercheuse qui est de loin le plus stimulant et le plus exigeant, impliquant chaque jour ou à peu près une mise en question des connaissances acquises, un renouvellement des perspectives, un agrandissement du champ du savoir.

Mais la profession n'est pas parfaite loin de là, ses membres ne répondent probablement pas tous à l'image que je m'en fais. Aussi ai-je trouvé dans l'engagement au service de la profession (présidence de l'Association des professeurs de l'Université de Montréal — APUM, présidence de la Fédération des professeurs des universités du Québec — FAPUQ) une motivation à y demeurer.

Les conditions d'engagement et de promotion dans la carrière ont sûrement beaucoup évolué depuis 20 ans. Ce n'est plus par accident et de façon un peu improvisée que l'on entre dans l'enseignement.

universitaire et surtout qu'on y demeure. Mais il reste possible que les exigences qu'on a à l'endroit des femmes pour retenir leur candidature sont plus grandes que celles qu'on a à l'endroit des hommes. Il n'est pas exclu en 1986 que les collègues masculins poussent les collègues féminines vers les fonctions pédagogiques et administratives pour ensuite leur faire reproche au moment de la promotion de n'avoir pas "produit" autant de travaux de réputation nationale ou internationale... Certains diront que ce sont les professeures qui se contentent dans les rôles pédagogiques et de support administratif.

En tout cas, les critères de promotion comme ceux de toutes les professions ont été élaborés par des hommes et pour des hommes. Et c'est dans ce contexte historique structuré que des femmes font carrière... Voilà pour le réalisme.

Jane Gordon is an Assistant Professor in the Department of Sociology and Anthropology at Mount St. Vincent University.

I'm an academic and a single mother and my life is full of chaos.

My children are school-age, too young to look after themselves and thoroughly sick of daycare, even if there were a reasonable place which

accommodated 6 year olds and 8 year olds in lunch-time and after school programs. In Halifax, like many other communities, however, these facilities are in short supply. I rely on a regular supply of hourly wage sitters — some of whom come regularly — two university students alternate coming for lunchhours and my regular afternoon class time. They fill in other afternoons as well, but find some of the logistics

difficult when the children have activities away from home. Evening sitters are generally neighborhood high school students. Getting a sitter home in the evening is complicated for a single parent.

My existence is a fragile-woven cloth, ready to come unraveled with a touch. I rely on a regular supply of hourly wage sitters — some of whom come regularly — two university students alternate coming for lunchhours and my regular afternoon class time. They fill in other afternoons as well, but find some of the logistics

Jane Gordon

and Rachel do not mind my lack of time for them, and go weekly to bed reasonably close to bedtime.

Tuesday

A day to catch up. Midterms to make up and assignments to grade. At 10 I have an appointment to discuss our current work with a colleague. I read more background material for the conference as well.

My readings student comes at 1:30 and we discuss her work for an hour. Dash home to get my daughter Rachel when school lets out at 3, wait 15 minutes more for my son Jeremy and then hustle both children off to the Children's Hospital for Jeremy's appointment with the researchers on an asthma study. If I didn't believe in research, I wouldn't have signed a consent form to participate in the study. It only takes one afternoon every few months but it always seems to come at the wrong time. We are later than usual having supper and I must do laundry in the evening so the children can have clean sweatshirts.

"But Mom, I forgot to tell you it was dirty and my whole class will lose points if we don't have a sweatshirt for gym." It's also time to make up for yesterday with games and stories. Some reviewing of material for class tomorrow, between various stages of the laundry.

Monday

After a weekend of house-guests (two different friends from Ontario; why did they both come at the same time?) it is slow getting started again. Monday is a heavy teaching day but the morning goes well. A 2 p.m. meeting to review a committee submission to a provincial task force cuts into my chance to review for my theory seminar. The article assigned for this week creates lively discussion and the students unbend more than usual. Dinner hour is late on Mondays; the sitter usually feeds the children and I relax with them until bedtime, then eat with a book. This week, however, I have another meeting at 8 p.m. to work on last minute arrangements for the weekend conference on reproductive technology I've been involved in planning. Thank goodness the meeting is at my house and I can grab a bite before they come. Thank goodness, too, Jeremy

Wednesday

Teaching. And grading. Lots of students in today during office hours so that I didn't get anything done except talking. I'm home at 3 and Rachel and I make a quick trip to the grocery store en route to her 5 p.m. gymnastics class. When I get back

it's private time with Jeremy; this week we practice his spelling words and talk. I leave at 6:40 to pick up Rachel at 7 and then we all eat and there is time for a bath before bed. A little bit of time to myself before bed gets frittered away wandering around the house doing odd jobs — watering plants, straightening out furniture. The hockey games they play in the living room and hall do create confusion!

Thursday

A meeting all morning, but a cheerful committee, giving our bursary money to students. It is incredible to see how some students and/or their families manage on almost no money. It humbles me to think of the depth of their commitment to education. Spend the rest of the day outlining a paper I plan to write. Home to an early supper and then walk Jeremy to Cubs. Tonight is the preview of the film of a friend's son so I'm off when the sitter comes. The film is a powerful and moving one and it's nice to have a relaxing evening out.

Friday

Class all morning. I manage

to get to Aerobics at noon today, first time all week. Meetings all afternoon. I leave my department meeting promptly at 5 so as to get home. After driving the sitter home, the children and I begin to pack their suitcase and I deliver them to their father's for the weekend. The reproductive technology lecture series continues tonight at 8 p.m. I go to the talk; another good crowd. This time there doesn't seem to be any informal discussion after — I'm disappointed because

I hate going home to an empty house. The conference organizers bemoan the predicted snowstorm for the workshop tomorrow.

Saturday

The snow came and before

heading off for the workshop I shovel the sidewalk and driveway. I also vacuum and straighten up the house because we've planned a pizza party here after. The snow cuts into the workshop attendance but it is nevertheless a good session. We keep at it from 10 until 4:30 and then retreat to my house for a pizza party catered by the neighborhood establishment. The party is full of laughter and contagious humour, and the nicest social gathering I've been to in ages. Even the clean-up isn't bad, thanks to some cooperative individuals and the paper plates. I shovel the sidewalk again before bed.

Sunday

Sleep in. Go for a run — the streets are cleared by now. Think some more about the paper I'm writing. Reorient for Monday. When the children come home, it's supper and bath time again, and laundry after their bedtime. Rachel can't fall asleep, a common occurrence after she is away, so we cuddle and tell stories until I decide it's my bedtime too. I'm not sure who fell asleep first.

L'auteure de cet article, Jane Gordon, est professeure d'université et mère célibataire: elle a deux jeunes enfants. Elle décrit une semaine typique de sa vie, qui est pleine de perturbations, et qui lui demande d'établir un équilibre précaire entre ses responsabilités familiales et professionnelles. Mme Gordon est présidente du Comité du statut de la femme de l'ACPU et est professeure adjointe au département de sociologie et d'anthropologie de l'Université Mount St. Vincent.

**CALL FOR APPLICATIONS
TO FILL THE POSITION OF
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The Universities of Winnipeg and Manitoba invite applications for the position of Joint Chair in Women's Studies. Applicants should be scholars, with a Ph.D. or equivalent qualifications, committed to Women's Studies and involved in women's issues within their communities. Areas of specialization are open. The responsibilities of the Chair will include teaching one course, participating in community outreach, conducting and stimulating research in Women's Studies. Salary and rank will be commensurate with qualifications.

The Chair in Women's Studies was established through an endowment from the Secretary of State to promote Women's Studies in the Prairie Region and the Northwest Territories.

Applications should be sent to one of the following addresses with a copy of curriculum vitae and names and addresses of three referees before January 31, 1987, for appointment from July 1, 1987. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Both women and men are encouraged to apply.

Address: The Chairperson
Selection Committee for the Chair in
Women's Studies
c/o The Vice-President (Academic)

University of Manitoba
Winnipeg, Mb.
R3T 2N2

or
University of Winnipeg
515 Portage Avenue
Winnipeg, Mb.
R3B 2E9



Sexual harassment: it's everyone's business

by Jennie Hornosty
Dept. of Sociology
U. of New Brunswick

The practice of sexual harassment is not a new phenomenon. It is simply another manifestation of the pervasive nature of sexism in our society. However, it is only since 1976, when the term first came into use, that sexual harassment became recognized as a serious social issue. Formerly, such behaviour was dismissed as part of "normal" male culture.

Sexual harassment first became visible on university campuses in 1976, when a group of undergraduate women filed a suit against Yale University, the first educational institution to be sued for sexual harassment. In Canada, alleged sexual harassment was the subject of a grievance arbitration as early as 1979. In 1980, York became the first Canadian university to give official recognition to the problem when it established its Presidential Advisory Committee on Sexual Harassment. Today, approximately half of Canadian universities and colleges have established or are in the process of establishing policies and procedures for dealing with sexual harassment. Cases of sexual harassment are no longer considered isolated incidents or personal problems.

Given the distribution of power and the dynamics of existing sex roles in our society, women are particularly vulnerable to sexual harassment. The majority of reported university cases involve male professors and female students. There are, however, incidents of peer harassment

between colleagues or between students, cases involving members of the same sex, and examples of females harassing males. Also, individual students or a group can be sexually harassed by a professor's use of sexual jokes, gender-based derogatory statements or pornographic "anatomy" pictures in the classroom.

There are certain difficulties in trying to arrive at a comprehensive definition of sexual harassment. For example, harassing behaviour is not always different from other actions. Depending on the social context and the situation of the individuals involved, putting one's arm around someone may be perceived as harassment or as a friendly gesture.

At its Council Meeting in May 1982, the CAUT modified its Guidelines on Professional Ethics to explicitly prohibit sexual harassment. These Guidelines, on which many Canadian universities base their own policies, define sexual harassment broadly in the following way:

Sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature constitute sexual harassment when

a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status or academic accreditation; b) submission to or rejection of such conduct by an individual is used as the basis for employment, academic status or academic accreditation decisions affecting such individual, or

c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

In other words, the following are defining features of sexual harassment: it involves an abuse of power, it has negative consequences for the individual victim, and it perpetuates sexist attitudes.

Sexual harassment on campus, as in the workplace, undermines an individual's intellectual integrity and is fundamentally coercive. It is distinguished from normal sexual interaction in that it is one-sided, unwanted and comes with strings attached. It occurs most frequently, though not always, in a context of unequal power and authority and is experienced as a threat to one's work or educational activities. It suggests to a student or colleague that she/he is being appraised for her/his physical attributes rather than her/his profession-

al expertise or academic abilities.

Sexual harassment includes a range of behaviours from sexually suggestive comments to overt demands for sexual favours and forced sexual relations. It may be blatant, e.g. the "A for a lay" approach, or of a more subtle nature, e.g. persistent comments about one's physical appearance, sexual innuendos and jokes or "friendly" hugs. Other common examples include display of pornographic materials, "friendly" squeezes, bum patting, constant brushing against one's body, kissing and physical abuse.

The consequences of sexual harassment for the individual vary. Students and junior faculty, for example, are particularly vulnerable and the

potential impact on them is especially severe. For the intimidated student it may mean dropping a course, getting a poor grade, changing fields or careers, or even dropping out of university. The experience will, in all likelihood, affect not only the student's relationship with one particular faculty member, but will affect other relationships and one's academic performance in general. The harassed faculty member may find her/his chances for promotion, career development and research opportunities in jeopardy. Even an individual not directly subjected to sexual harassment can be affected adversely by the presence of harassing behaviour.

Victims of sexual harassment may suffer from a vari-

ety of adverse psychological, social and physical side-effects including acute depression, anxiety, loss of ambition, lack of self-confidence, loss of appetite, ulcers and an inability to sleep. Yet a common response to the problem is to try to ignore the harassing behaviour or withdraw from or avoid the situation. Harassed individuals frequently blame themselves for what happened and feel guilty, humiliated and embarrassed. They are unwilling to speak out for fear of ridicule, retaliation, or simple of making matters worse. They are equally reluctant to use informal channels for fear of being labelled a "troublemaker", "difficult", "over-sensitive" or "not able to take a joke". Some feel that there is no point in complaining

since nothing will be done anyway.

Having a policy which clearly prohibits sexual harassment is a necessary first step towards eliminating sexual harassment. Equally important is the existence of well-defined formal grievance procedures for dealing with complaints. Both signal that the university is serious about dealing with the problem and that such illegitimate behaviour is not a private matter. This helps educate people about the issue as well as empowers individual victims to confront their harasser.

Reliable information on the actual incidence of sexual harassment on campus is difficult to obtain. The sensi-

See HARASSMENT/20

CAUT Policy Statement Abuse of Professional Authority: Sexual Harassment

1 Harassment on the basis of sex is a violation of the Policy Statement on Professional Ethics and Professional Relationships. Sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status or academic accreditation; (b) submission to or rejection of such conduct by an individual is used as the basis for employment, academic status or academic accreditation decisions affecting such individual, or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

2 This policy statement on sexual harassment applies to professional or supervisory relationships of an academic, counselling or administrative character to which students, academic staff, support or administrative staff or other members of the university community are subject.

3 While these principles are not intended to inhibit normal social relationships or freedom of expression which are in accord with professional ethics as set out in the CAUT Policy Statement on Professional Ethics and Professional Relationships, individuals involved in or entering into a sexual relationship with a consenting adult who is or who is about to be subject to them for the purpose of evaluation or supervision are advised to terminate or to decline their supervisory or evaluation role in that instance by arrangement with the proper authorities.

4 It is the CAUT view that all sectors of the university community have a responsibility to co-operate in the creation of a climate in which incidents of sexual harassment do not occur. This responsibility requires the development of a co-operative educational program designed to sensitize members of the community to the unacceptability of such conduct. All constituencies within the university should be involved in the development of such a program. Faculty associations, where necessary, should take the initiative in securing the co-operation of the other constituencies so that the burden of dealing with institutional problems relating to sexual harassment does not fall exclusively on complainants or on bodies which have a responsibility for dealing with incidents of sexual harassment.

5

Each university should have procedures for dealing with allegations of sexual harassment when they arise and these procedures should be negotiated by the faculty association and the administration and should be incorporated in faculty handbooks or collective agreements. Such procedures should provide an opportunity for an informal settlement of charges. If informal settlement is not possible either party should be able to bring the matter before an independent tribunal which should have authority to set its own procedures but which should, as a minimum, hear all the relevant evidence relating to the incident, come to a decision and fix an appropriate penalty when required.

6

In addition to the procedures mentioned in 5 above for dealing with allegations of sexual harassment, procedures should be developed by the constituencies concerned so that any academic or employment harm or disadvantage suffered by any person or persons as the result of an incident of sexual harassment may be promptly remedied or mitigated. In some instances such matters may be considered by existing university bodies or committees (for example, university tenure and promotion committees or senate academic standards committees). In other instances it may be necessary to negotiate the establishment of bodies to undertake this task.

Approved by the Council, November 1970, revised, May 1973; Appendix II approved, May 1981 (Interim) and May 1982 (Final).

II In the special circumstances where university teachers are asked for information as part of a security clearance, they should be guided by the policy of CAUT, approved by the Council in June 1963, relating to such circumstances: "The CAUT (a) advises its members that they are not compelled to reply to questions of the R.C.M.P. respecting the political or religious beliefs, activities and associations of colleagues and students; (b) urges its members not to reply orally to such questions; (c) urges further that, if any member considers that a reply should be made, it should be given in writing, signed by the member, and dated."

III CAUT commends to the attention of Canadian universities "The Policy Statement for the Staff on Supplementary Income and Related Activities" of the University of Toronto, University of Toronto Bulletin, 19 July 1972, with the proviso that the membership of any appeal body should be mutually agreed upon by the president and by the faculty association. See CAUT Information Service, Handbook, p. 54.

NOTE: The Board has approved a Model Clause on Sexual Harassment which is available from the CAUT.

Universities with policies/procedures on sexual harassment

- Alberta
- Calgary
- Carleton
- Dalhousie
- Guelph
- Lakehead
- Manitoba
- McGill
- McMaster
- New Brunswick
- Ottawa
- Queen's
- Regina
- Simon Fraser
- Toronto
- Trent
- Victoria
- Waterloo
- Western
- York

Note: please report errors or omissions to Tina Head at the CAUT office.



Le harcèlement sexuel: l'affaire de tous

par Jennie Hornosty
Université du
Nouveau-Brunswick

La pratique du harcèlement sexuel n'est pas un phénomène nouveau. Ce n'est qu'une autre manifestation de la nature perverse du sexism dans notre société. Toutefois, le terme "harcèlement sexuel" n'est apparu qu'en 1976, moment où le comportement a été reconnu comme un sérieux problème social. Auparavant, un tel comportement était considéré comme faisant partie de la culture masculine "normale".

Le harcèlement sexuel a été reconnu publiquement pour la première fois dans les universités en 1976 lorsqu'un groupe d'étudiantes du 1er cycle ont intenté des poursuites contre l'Université Yale. Il s'agissait du premier établissement d'enseignement à faire l'objet de poursuite pour ce motif. Au Canada, un grief relatif à un cas de harcèlement sexuel a été porté en arbitrage dès 1979. L'Université York est devenue, en 1980, la première université canadienne à reconnaître officiellement le problème en mettant sur pied un comité consultatif du recteur sur le harcèlement sexuel faisant rapport au recteur

(Presidential Advisory Committee on Sexual Harassment). À l'heure actuelle, environ la moitié des universités et collèges canadiens ont élaboré, ou sont en train de faire, des lignes de conduite et des procédures portant sur le harcèlement sexuel. Les cas de harcèlement sexuel ne sont plus perçus comme des incidents isolés ou des problèmes personnels.

Compte tenu de la répartition du pouvoir et la dynamique des stéréotypes présents dans notre société, les femmes sont particulièrement vulnérables au harcèlement sexuel. La majorité des cas signalés dans le secteur universitaire mettent en cause des professeurs et des étudiantes. Toutefois, on signale également des cas de harcèlement entre des collègues ou entre des étudiants, d'autres qui touchent des personnes du même sexe et des exemples de femmes harcelant des hommes. En outre, des étudiants ou un groupe d'étudiants peuvent être harcelés par un professeur qui lance des blagues à caractère sexuel, qui fait des remarques désobligeantes visant les femmes ou les hommes en particulier ou qui affiche des photos pornographiques dans la classe.

Définir de façon exhaustive

la notion de harcèlement sexuel pose certains problèmes. Ainsi, un comportement de harcèlement n'est pas toujours différent d'autres gestes. En effet, selon le contexte et la situation dans laquelle se trouvent les personnes visées, le fait d'enrouler quelqu'un de son bras peut être perçu soit comme du harcèlement, soit comme un geste d'amitié.

Lors de son assemblée générale en mai 1982, le Conseil de l'ACPU a modifié son Énoncé de principes sur l'éthique professionnelle de façon à interdire explicitement le harcèlement sexuel. L'Énoncé, sur lequel se fondent nombreux universités canadiennes pour élaborer leur propre ligne de conduite, donne une définition large du harcèlement sexuel:

Le fait de faire des avances sexuelles, de la sollicitation de faveurs sexuelles et tout autre acte d'ordre verbal ou physique de nature sexuelle constituent du harcèlement sexuel lorsque:
a) il est fait, explicitement ou implicitement, de la soumission à ces actes une condition décisante de l'emploi, du statut scolaire ou de réussite scolaire d'une personne,
b) la soumission à ces actes ou le refus de s'y soumettre

servent de base aux décisions d'emploi, de statut scolaire ou de réussite scolaire concernant la personne intéressée, ou
c) ces actes ont pour fin ou effet de gêner abusivement le travail ou le rendement scolaire d'une personne ou de créer un environnement de travail ou scolaire intimidant, hostile ou choquant.

Les caractéristiques du harcèlement sont, en d'autres mots, un abus de pouvoir, des conséquences négatives pour la victime et la perpetuation d'attitudes sexistes.

Tant au travail qu'à l'université, le harcèlement sexuel mine l'intégrité intellectuelle d'une personne et est un comportement fondamentalement coercitif. Il se distingue des rapports sexuels normaux car il est unilatéral, indésirable et engage les personnes en cause. Le plus souvent, quoique pas toujours, il se produit dans des situations d'inégalité de pouvoir et d'autorité et est vécu comme une menace au travail ou aux activités pédagogiques d'une personne. Il suggère à une(e) étudiant(e) ou collègue qu'il ou elle est estimé(e) pour ses attraits physiques et non pour ses compétences professionnelles ou scolaires.

Le harcèlement sexuel se traduit par une variété de comportements qui vont des remarques sexuellement suggestives aux sollicitations explicites de faveurs sexuelles en passant par des relations sexuelles forcées. Il peut être flagrant, par exemple décerner une note A pour coucher avec quelqu'un, ou être plus subtil, par exemple faire des remarques persistantes sur l'apparence physique d'une personne, des insinuations ou des blagues à caractère sexuel ou des étrennes "amicales". On peut citer d'autres exemples courants comme l'affichage de matériel pornographique, servir "amicablement" quelqu'un dans ses bras, taper le derrière d'une personne, effleurer constamment le corps d'une personne, les baisers et les abus physiques.

Il est difficile d'obtenir des renseignements fiables sur les conséquences réelles du harcèlement sexuel à l'université. En raison du caractère délicat et confidentiel de la question, les gens sont souvent réticents à fournir des données, même globales. Le problème devient encore plus complexe à cause de l'absence de mesures communes de dénonciation et de procédures uniformes de traitement des plaintes ainsi que de la réticence générale des personnes à signaler des cas de harcèlement sexuel.

Les conséquences du harcèlement sexuel varient d'une personne à l'autre. Les étudiants et les jeunes professeurs, notamment, sont particulièrement vulnérables et les conséquences sont très graves pour eux. Une(e) étudiant(e) intimidé(e) peut être forcée(d') d'abandonner un cours, peut obtenir des notes faibles, changer de domaine ou de carrière ou même abandonner ses études universitaires. Vraisemblablement, l'expérience influencera non seulement la relation de cette personne avec un professeur donné, mais elle influencera aussi ses relations avec les autres et son rendement scolaire en général. Le ou la professeur(e) victime de harcèlement peut voir menacées ses chances de promotion, d'avancement de carrière ou de possibilités de recherche. La présence d'un tel comportement peut même nuire à une personne qui ne fait pas directement l'objet de harcèlement sexuel.

Les victimes de harcèlement sexuel peuvent souffrir de divers effets secondaires négatifs d'ordre psychologique, social et physique, notamment de dépression grave, d'anxiété, de perte d'ambition, de manque de confiance en soi, de perte d'appétit, d'insomnie et d'insécurité. Une réaction commune au problème est d'essayer d'ignorer ce comportement, de se replier ou tout simplement d'éviter la situation. Les victimes sont souvent portées à se tenir responsables de la situation. Elles se sentent coupables, humiliées et gênées. Elles ne sont pas prêtes à dénoncer la personne coupable par crainte du ridicule, de représailles ou d'une aggravation des choses. Elles hésitent tout autant à passer par les voies officielles parce qu'elles craignent d'être qualifiées de "fauteuses de trouble", de "difficiles", de "hyper-sérieuses", ou de trop "sérieuses". Certaines croient que se plaindre ne mène à rien puisque, de toute façon, rien ne sera fait pour corriger la situation.

Pour éliminer le harcèlement sexuel, la première étape consiste à mettre en place une politique qui l'interdit tout à fait. Il est tout aussi important d'avoir des procédures officielles de règlement de griefs bien définies afin de s'occuper des plaintes. Ces deux mesures révèlent que l'université désire sérieusement régler le problème et qu'un comportement de ce genre n'est pas une affaire privée. Elles permettent de renseigner les gens sur le problème et d'aider les victimes à comprendre la personne qui les harcèle.

Il est difficile d'obtenir des renseignements fiables sur les conséquences réelles du harcèlement sexuel à l'université. En raison du caractère délicat et confidentiel de la question, les gens sont souvent réticents à fournir des données, même globales. Le problème devient encore plus complexe à cause de l'absence de mesures communes de dénonciation et de procédures uniformes de traitement des plaintes ainsi que de la réticence générale des personnes à signaler des cas de harcèlement sexuel.

Les quelques études américaines disponibles révèlent qu'une proportion de 15 à 35% des étudiants subit une forme quelconque de harcèlement sexuel; en général, il s'agit d'avances verbales et de déshumanisation tout le monde.

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tive and confidential nature of the topic means that people are often unwilling to provide even aggregate data. The lack of a common reporting mechanism, the absence of standard procedures for dealing with complaints and the general reluctance of individuals to report cases of sexual harassment further complicates the problem.

The few American studies available report that somewhere between 15-35% of students encounter some form of sexual harassment, most generally in the form of verbal advances and statements about one's physical appearance. The limited data collected in Canadian universities suggest that the situation here is about the same. To my knowledge, no statistics are available on the incidence of sexual harassment among other sectors of the university community.

In April 1986, the first national conference of sexual harassment advisors for all Canadian colleges and universities met in Toronto. Delegates from institutions that have policies and those that still don't share their concerns, experiences and difficulties. They discussed the importance of a common reporting form and the need for a central data bank as a

Defending the Undefendable

Many actions taken against women are not, strictly speaking, coercive. Consider the sexual harassment which continually occurs between a secretary and boss. Although to many people, and especially those in the women's movement, there is no real difference between this type of harassment and that which occurs on public streets, the fact is that the pinching the secretary receives from her employer, while objectionable to many women, is not a coercive action. It is rather part of a package deal in which the secretary agrees to all aspects of the job when she agrees to accept the job, and especially when she agrees to keep the job. The office is, after all, private property. The secretary does not have to remain if the "coercion" is objectionable. A woman walking along a public sidewalk, on the other hand, has not given permission, nor has she tacitly agreed to sexual or any other kind of harassment. The street is not the private property of the harasser, as the office is of the boss.

Walter Block, *Defending the Undefendable*, Fleet Press Corporation (New York). Walter Block is currently Senior Economist, The Fraser Institute, British Columbia.

depository for existing university policies and procedures. All concluded that there is a need for a much greater awareness of sexual harassment. In fact, education was identified as the most effective tool for dealing with the problem.

In just over a decade, we have come a long way. Behaviour which was once accepted as part of male culture is now considered socially and culturally reprehensible. Sexual harassment is prohibited by the Canadian Human Rights Act and the provincial Human Rights Codes. The

CAUT, the American and British associations of university teachers, as well as many professional associations and unions, have policies against sexual harassment.

However, there is still much to be done. Universities have a special responsibility to ensure an environment free of sexism if they are to foster academic inquiry. Intellectual development occurs within a relationship of dependence and trust, the very basis of which is destroyed by the presence of any covert or overt

See HARASSMENT/21



Care of children is an equity issue

by CAUT Staff

In Canada, in 1984, approximately 1,950,000 children under 13 years of age required full-time child care while their parents worked or studied. There were 171,654 licensed day-care spaces to meet this need.

At universities, where there is a need for day-care services on the part of both students and teachers, a rough calculation of on-campus facilities in 1984-85 indicates an average of .005 day-care space per full-time university student and teacher.

Students

Lack of day-care facilities on and off campus affects the ability of women to study for both undergraduate and graduate degrees, to complete

practical components of professional training programs and to function as equals among their peers. Without day-care, students who are also parents find it difficult to participate in both the formal (classroom, laboratory, computer, library) and informal (peer and faculty social activities, special lectures, workshops extra-curricular activities) dimensions of their education. Yet, the penalty our society exacts for missed or interrupted educational opportunities is high. (See Table).

Academic Staff

The difficulties faced by students requiring day-care are echoed in the experiences of academic staff. For example, the most critical period in the life of a young faculty member is the one preceding el-

gibility for tenure. For many female faculty, this period corresponds with childbearing years.

A faculty member receiving a tenure-stream appointment has just survived a careful selection process only to begin another intensive period of evaluation. This period is characterized by the need to create a professional reputation and to complete and publish doctoral research — as well as to undertake new areas of scholarly activity, take part in professional conferences, obtain research grants, and participate in the numerous interchanges and activities that go into the creation of a tenure-worthy reputation. In addition, the young scholar is also required to spend time preparing and teaching courses, to take part in other

student-related activities (counselling, supervising theses, student research), and to carry a share of departmental and university committee work.

Women, in particular, are often in great demand to represent their gender in these responsibilities. A document prepared in September 1983 by the Queen's University Faculty Association Subcommittee on Women and Tenure describes the burden facing academic women:

It is probably safe to say that "adequate" family life in today's society and "teach worth" research activities are difficult to balance. Given that women continue to carry major family responsibilities, they pay a price by not being promoted out of the lower ranks, by resigning, or by failing even to consider an academic life as a career choice.

Day-care an equity issue

Employment equity strategies to increase the participation and employment of women in the university must include recognition of the need for day-care services sufficient in number and responsive to the needs of university students and employees. In June 1986, CAUT presented a brief to a federal Special Committee on Child Care, arguing the need for complementary systems of child care and parental leave that are both comprehensive and accessible. During this time, CAUT heard directly from many concerned

members about their need for day-care and their experiences in finding care responsive to their needs. The following excerpts reflect some of their views.

My husband, an academic librarian, and I have been very pleased with the services of Campus Day Care, a full-time, and Play Care, a drop-in centre both available at the University of Manitoba. Without these support services...it would be almost impossible for one of us to maintain an academic career.

The universities need younger faculty, and more women, and opportunities are severely limited if the choice to remain childless must also be part of the decision to pursue a career. I completed my Ph.D. after our son was born, and day-care was essential to allow me to attain my educational goals.

When our daughter was born over five years ago, both my husband and I were working full time. Neither job was a luxury we could afford to give up. Because I was a newly-hired teacher on a university faculty with virtually no other female members, I felt that extended maternity leave would seriously jeopardize my professional career.



Babysitting is not the same as high quality day-care which stimulates the children's mental and emotional growth. I would urge your committee to consider these problems particularly since these problems apply to a wide spectrum of women who work outside the home. While more fathers are taking equal responsibility for child-care, usually women find themselves taking most of the responsibility. Good day-care, however, is a fundamentally important issue for all of us.

Tina Head, de l'ACPU, décrit les difficultés auxquelles font face les professeures qui ont d'importantes responsabilités familiales. Elle s'attache particulièrement au besoin pressant d'établir des services de garde qui permettront aux professeures ayant des enfants de poursuivre leur carrière.

INCOME BY AGE BY EDUCATION LEVEL

	Grade Less than Grade 9	Grade 9-13 No. cert.	High School Cert.	Some PSE	Some University	University Degree
20-24	\$ 6,980	\$ 9,004	\$ 9,840	\$ 9,464	\$ 6,828	\$ 7,730
25-34	10,096	12,275	13,003	14,875	15,175	19,262
35-44	12,326	14,347	15,538	17,375	19,680	29,617
45-54	12,683	15,005	16,752	18,363	21,830	35,805
55-64	10,457	13,041	14,795	16,470	20,145	34,843
Ratio						
45-54	1.26	1.22	1.29	1.23	1.44	1.86
25-34						

All Data from 1981 Census

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bring in outside research funds, it is difficult to have somebody around who constantly says: No, that isn't for me, and we ought not to touch it. I think my colleagues probably would say, in confidence, that while I've been working and carrying my load as much or more than many of them, it's a bit awkward to have an odd ball around.

PT-S: And it's not because you're female?

UF: For me, of course, it hangs together. You can't be a feminist and believe in equality and then go around and say that it's perfectly alright to shoot at people. For me, this comes out of the same root. The manifestations in the department that are awkward and force people to examine their own values are probably more on the level of pacifism and the question of the responsibility of science than necessarily a question of having a woman around.

PT-S: I was also thinking about the things that pleased you a lot, what would have been in some ways accolades, because you've had many that were particularly important?

UF: Two things pleased me a lot. One, is that fairly early on I found that carrying two lives is a help rather than a hindrance. I could, when my children were getting on my nerves, say perfectly legitimately: "Get lost, I have some work to do." And when work got on my nerves I could say: "Stuff it, I'll go home and read some stories to my children." I did not take either side as seriously as people who have no other lives. So I think what helped me, and gave me great pleasure, was that I always thought that there was a beautiful balance that prevented me from getting hung up on the problems of one world, because I had the perfectly legitimate rights to the other. I think the point is that others saw it as legitimate. There are many women who would love to say: "Get lost, I want to think." But, society demands legitimacy, and if I say I want to think, then I'm a Professor of Engineering and I have the right to do so. When I say, in terms of the inevitable hassles in the department, that I just can't spend more time on trivia, it is again, especially when there are young children

at home, perfectly legitimate. I saw pretty early, that I had a ready-made excuse for getting away from a lot of things that rub others raw.

Secondly, I did value very greatly the appointment to the Order of Canada. I also valued very greatly the university professorship. I was the first woman at the University of Toronto to be appointed a university professor. I am sure that the persistence of the women within the university produced the awareness needed for the recognition of female scholarship.

PT-S: If you had to do it again, would you change anything?

UF: I would think if I had to do it again I would be much more relaxed about a lot of things. I may have done more or less the same thing, but I would worry much less than I did. And I think it's the worry that most affected the children; I required more support from my husband than I would have if I had not been as intense about everything.

It may have been a lot more enjoyable for me, and I think I would not have had to put a fairly rigid standard of obligation onto my surroundings.

PT-S: Of all your publications, which one pleases you the most?

UF: That's difficult; I'm always pleased when things come out. But I can think of two papers. One of them is professional and just published: a paper in the *Journal of Chinese Philosophy*, which deals with metallurgy, cosmology and knowledge. It is the result of the cooperation among three people. My contribution is in the history and study of ancient materials, and one colleague is based in Philosophy and the other in Sinology. It's the result of a number of years of work and showed the link between "the hand" and "the mind" in civilization. Seeing it published in a journal of Chinese Philosophy gives me great pleasure.

In the non-scientific area, it's probably the CRIAW paper (*The Canadian Research Institute for the Advancement of Women*: "Will Women Change Technology or Will Technology Change Women?") This paper produced more resonance than I had ever expected, and it has stimulated a lot of

thought about the nature of technology, as well as about the contribution that women, as women, can make. So if you asked for two papers, these are the two.

PT-S: I was wondering what you thought women could contribute to academia?

UF: Oh, I think an awful lot. I think that the main thing that women can contribute is the ability to see and encourage interactive processes. I think that the male academic is essentially a reductionist. It took me a long time to understand that the reductionism of science — where experiments are designed so that the interfering variables are eliminated — seems to have affected the social views of the male members of academia. The same scientist who might design such experiments is the one who also says: well, my wife looks after the children, and she goes to the Home and School meetings; I can't be bothered with the trivia of the neighbourhood associations, I just live there. It took me a long time to understand how the social and political ineptness of scientists is in many

ways related to the conceptual basis of their work.

Most women's upbringing, in the women's world, is quite different; it does develop a feeling of context. On the other hand, major problems facing society are resolvable only in terms of context. New methodologies are needed to deal with complexity in a non-reductionist manner, be it by posing questions differently, be it by doing research in a deeper context. It is in this area that I hope for a major impact of women, be they students, teachers or supporters of research.

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harassment. More education is needed to emphasize the subtler forms of harassment and its broad negative impact on both the individual and the university at large. Well-publicized policies and procedures for dealing with complaints on the topic are especially important. People must be encouraged to talk openly about the topic. Sexual harassment is not only a woman's issue: it affects everybody.



Canadian Association of University Teachers

Policy Statement on Positive Action to Improve the Status of Women in Canadian Universities

1

Why Positive Action is Needed to Improve the Status of Women in Canadian Universities.

1.1 Preamble

In the last decade there has been a considerable social revolution involving the participation of women students in Canadian universities. However, in the area of academic staff employment and senior administration, women remain significantly under-represented. The signs of this are clear and evident. Women hold fewer full-time appointments than would be expected from the number of qualified applicants. Women, moreover, hold a proportionally greater number of part-time appointments than men. Those women who do have full-time appointments both in academic units and in libraries, sometimes have lower rank and salary than equally qualified and experienced men. Female participation is also unequally distributed among faculties and departments.

These problems are due to a variety of barriers which have historically derived from gender stereotyping in society and its schools and from conditions in the university which have discouraged women from taking up academic appointments. Such an undesirable and unjust situation is not the product of a deliberate conspiracy but results from a process that has become known as systemic discrimination. The federal government has defined this as "... indirect, impersonal and unintentional discrimination that is the result of inappropriate standards which have been built into the employment systems over the years."¹ Judge Rosalie S. Abella discussed this recently in the following terms:

Systemic discrimination requires systemic remedies. Rather than approaching discrimination from the perspective of the single perpetrator and the single victim, the systemic approach acknowledges that by and large the systems and practices we customarily and often unwittingly adopt may have an unjustifiably negative effect on certain groups on society. The effect of the system on the individual or group, rather than its attitudinal sources, governs whether or not a remedy is justified.

Remedial measures of a systemic and systematic kind are meant to improve the situation for individuals who, by virtue of belonging to and being identified with a particular group, find themselves unfairly and adversely affected by certain systems or practices.²

1.2

Gender stereotyping and its effects on the pool of qualified applicants.

Universities have an obligation to Canadian society to encourage men and women students to be equally represented in all academic disciplines. The unequal representation of men and women in some academic disciplines is largely a result of gender stereotyping, that is, different kinds of studies being defined in terms of their supposed suitability for women or men. Even though ninety percent of the student enrolment increase in the last decade can be attributed to the increasing numbers of female students, there remain serious imbalances between female and male students in a number of key faculties and professional disciplines.

Both the universities and society would be well served if universities would take responsibility both for putting their own house in order and for working with the primary and secondary schools to eliminate gender stereotyping. We can no longer ignore the problem on the grounds that it is the responsibility of the primary or secondary schools or of the parents to change this situation. Increased emphasis in the curricula of faculties of education on the historical effects of, and means to combat, gender stereotyping as well as disseminating to guidance counselors information about professions which are successfully engaging in positively recruiting women may be useful ways

to assist others in the educational system to combat such stereotyping.

Gender stereotyping affects the size of the pool of available graduates from which to choose in making appointments to starting positions. That is why employment goals within the university must initially vary by discipline since there is such an unequal participation rate of women in graduate and professional programs. Universities should take all reasonable steps to ensure that women are encouraged to enroll in all graduate and professional programs.

CAUT recognizes that members of various minority groups may also experience discrimination in obtaining and maintaining academic appointments. It may be necessary and appropriate in the future either to amend these guidelines or to create new ones to ensure that certain minority groups are adequately represented among those who hold appointments in Canadian universities. The particular purpose of this document is to remove imbalances in appointment opportunities related to gender stereotyping.

1.3

Academic milieu

Universities also have an obligation to ensure that the academic milieu is not hostile to women students and staff. For example, the senior academic bodies of the universities, boards of governors and administrators have an obligation to ensure that organizations which sponsor publications or events which denigrate women are in no way directly or indirectly sponsored by, subsidized, or recognized by any part of the official university community. Such publications and events contribute consciously or unconsciously to gender stereotyping which has the effect of reserving certain occupations for men. These activities have been, for instance, for too long a feature of some engineering faculties. Senior academic bodies and officials of the university should place themselves on record as opposing any such publications or events on their campuses and should not attempt to impede any attempt by the authorities to prosecute such activities for violation of the current criminal code (1984) or of relevant human rights legislation.

Senior academic bodies also have a positive obligation to encourage research, teaching and scholarly work about women and about the issues of concern to women. Academic staff who engage in such research, teaching and scholarly activity should not be penalized because their work may not fall into traditional categories. Such work may take a variety of different forms. It may be integrated into existing teaching and scholarly work. It might be added to existing research programs or curricula, or it might be carried out in new milieux, such as interdisciplinary programs, women's studies programs, centres or institutes. Academic staff should also be encouraged to participate in university/community liaison projects in this area.

1.4

Conditions of employment

The conditions of university employment also play a vital role in influencing the participation of women as members of the academic staff. The CAUT and the university community have adopted a number of policies over the past two decades to try to ensure that women have a fair deal in regard to academic appointments.

The university community on each campus should review its local policies to ensure that they accord with the relevant CAUT guidelines, and the faculty association should negotiate appropriate amendments to their collective agreements or terms and conditions of employment. The CAUT policies are: (a) equal pay for work of equal value,³ (b) maternity leave,⁴ (c) Model Clause on Non-Discrimination,⁵ (d) Policy Statement on Sexual Harassment,⁶ (e) part-time and limited term appointments subsections of the Policy Statement on Academic Appointments and Tenure,⁷ (g) Policy Statement on Initial Appointments.⁸

The CAUT has also distributed a program to help universities identify and correct salary discrimination, Manual on Female Faculty Salary Discrimination in the Universi-

ties, by Jeremiah Allen, September, 1984. Another information paper deals with faculty association representation of part-time academic staff.⁹

All these policies are designed to ensure that women are treated equitably in the university workplace and thus are encouraged to participate as full members of the academic staff.

1.5

Hiring equity and incentive programs

Universities should have effective programs to ensure hiring equity. Each university should set up its own mechanism geared to its own circumstances but based on the principles of this policy statement, in particular the provision of effective appeal mechanisms. Faculty associations and boards of governors should negotiate the necessary amendments to appointments articles in collective agreements or in university by-laws to implement these principles.

Given the decision forced on many universities to limit the size of the academic staff complement, it is unlikely that even the fairest of hiring procedures will result in the next decade in a substantial change in the ratio of women to men hired by the universities. Both the Bovey Commission in Ontario and the Senate of the University of Western Ontario recognized this problem. One positive recommendation of the Bovey Commission was that a sum of up to \$152 million be allocated to the universities for new blood, some of which could be available to increase the proportion of women academics. Universities in all provinces should seek similar arrangements.

At the University of Western Ontario, the Senate and Board of Governors created in 1984 a plan to increase the academic establishment by five senior professors and twenty junior professors for the express purpose of hiring women candidates.

The Senate Committee on University Planning at the University of Western Ontario noted that "equal opportunity" in our judgement, should mean at this University in the 1980s, not only that fair and equal consideration is given to women applicants and candidates for tenure and promotion, but that the University should actively seek out leading women candidates, and should demonstrate effectively its intention to raise the proportion of women on the faculty as the available number of qualified women increases". It also suggested that "because the signs are that ... constraints will continue, we believe that policies of ingenuity will be required to make any substantial changes in the balance (of men and women) in the next five to ten years".¹¹

Faculty associations should negotiate such incentive arrangements with the administration of their university.¹² While the Western Ontario plan did not involve any special appeal to governments for funding, there is good reason why governments should assist where it proves impossible to place such a plan in operation using local funds alone.

1.6

Administrative posts

Universities should also include plans to rectify the current imbalance between men and women in senior academic administrative posts. Although progress has been made, much more could be done. The failure to do so is particularly egregious in the case of groups such as professional university librarians where senior positions have normally been given to males despite the large pool of qualified female employees.

2

Elements of a Positive Action Program to Improve the Status of Women in the University.

2.1

Statement of institutional policy

The senior academic body in the university and the board of governors, following formal negotiation with the faculty



association or union, should adopt a clear and explicit statement of institutional intent to improve the status of women within the university community. This should include a commitment to take all possible steps to ensure the full participation of female students in all faculties. Those faculties where serious imbalances occur should have an obligation to devise and to carry out recruiting and other educational arrangements so that imbalances can be corrected.

It should involve a commitment to encourage the study of women and the issues of concern to them in the curriculum in a form compatible with the size and scope of the institution. It should include a statement ensuring that the university will not directly or indirectly sponsor, subsidize or recognize any university publications or organized events which denigrate women.

2.2 Remedial employment measures

The university should set out the steps by which the university community creates reasonable working conditions for women. Such policies should be part of the above-mentioned general statement and should be negotiated with the faculty association or union. They would include policies on: (a) equal pay for work of equal value, (b) no discrimination on the grounds of sex or family status, (Normal conflict of interest regulations would apply here as in general), (c) sexual harassment, (d) maternity, paternity and adoption leave, (e) day care, (f) part-time and limited term appointment conditions, (g) advertising for academic vacancies, and (h) hiring equity and employment incentives (see below).

One aspect of employment practice where it seems likely that change can only occur by government action is the securing of equal pension payouts for men and women through the use of a single actuarial table. CAUT has been lobbying for this change since November 1974, when the Board of the CAUT endorsed the principle that the actuarial tables used in calculating pensions should not take into account the distinction between men and women, with its document "Unisex Mortality Tables" dated August 8, 1975. In the United States the Supreme Court has mandated a single actuarial table for men and women, and it would be useful if the university community actively lobbied with CAUT on this issue. This might be a commitment made in the general statement of aims.

2.3 Hiring strategies

There are a variety of available alternatives, including those in 2.3.1, 2.3.2, and 2.3.3 below. The university community should note that the federal Charter of Rights and the human rights codes of the provinces encourage the creation of affirmative action programs and provide the mechanisms by which such programs can be legally recognized.

2.3.1 Employment equity

The employment equity policy should be negotiated with the faculty association and then incorporated into collective agreements and/or faculty handbooks. This is likely to require a much more detailed appointments article than is customary in most current agreements.

One possible model is to integrate the employment equity plan into the collective agreement in such a way that the grievance and arbitration procedure becomes the mechanism of enforcement. In this scenario the collective agreement or special plan would place a formal legal onus on the employer, normally through the agency of a senior academic administrator, to take all reasonable steps as soon as the contract is signed to gather and to publish existing statistical data on the pool of available qualified persons by gender in each area under his/her jurisdiction as well as the current gender breakdown of each unit within the faculty. The contract should require the senior academic administrator to consult formally with each area prior to the gathering of such statistics in order to secure the written views of the department on appropriate sources of information. This information would normally come from Statistics Canada, Employment and Immigration Canada, professional organizations and the like. The contract should then place an onus on the dean to negotiate reasonable goals for the hiring of women based on these statistics where there are serious gender imbalances. Failure to reach agreement between the senior academic administrator and the department on the goals should be settled by reference to an arbitrator. The failure of the senior academic administrator to carry out her/his responsibilities could be grieved and taken to arbitration by the faculty association.

The contract should also place an onus on the employer, normally acting through a senior academic administrator, to ensure that, when a department has been authorized to hire, there has been a good faith and positive attempt

to recruit women candidates. Specifically, this would require the senior academic administrator to give his/her written assurance, prior to appointment, that: (a) the post was advertised in a timely manner in *University Affairs*, the *CAUT Bulletin*, and relevant professional journals including any that may be especially directed to women members of the profession, (b) the persons chairing relevant departments in Canada were contacted for possible candidates and that they were specifically asked to suggest women candidates, (c) organizations within the profession or discipline specifically representing the interests of women in that profession or discipline were contacted for suggestions, (d) individual women in the discipline or profession were contacted for suggestions, and (e) all women faculty in the department or area within the university were consulted and asked for nominations. Each departmental committee should have at least one woman on it. After the search, the department should recommend the best candidate. Evaluation must, however, be based on objective job-related and gender-free criteria. Where candidates are approximately equal, the department should nominate the female candidate until it has met its employment goals as set out above. However, departments should not penalize parents for career interruptions caused by child-rearing responsibilities absences; persons of the same age may not have been able to devote the same number of years to research and teaching. The senior academic administrator should be in a position to certify in writing that the department, or area concerned, fairly reviewed the applications of all candidates, that the best candidate was chosen, and that in the circumstance where there were approximately equal candidates, the woman candidate was chosen when the department had not met its employment goals.

The collective agreement should allow the senior academic administrator, acting for the employer, to veto a recommendation from a department on the grounds that the above criteria were not met. The decision of the senior academic administrator to reject a recommendation from a department should be subject to the ordinary grievance and arbitration process. In addition, where a recommendation is subject to the approval of other individuals or bodies, including the board of governors, any rejection of the recommendation by such individuals or bodies should be subject to the grievance and arbitration process.

It is possible within this scenario for the process to be subverted by the failure of both the senior academic administrator and the department to follow the regulations in the contract. This raises the question of who will take the initiative in launching a grievance. While an applicant for appointment may be interested in grieving, this would risk overwhelming the grievance process by large numbers of grievances with respect to each vacant post. The most logical body to grieve is the faculty association or union since it is one of the parties to the agreement. However, to broaden the opportunity for interested parties to ensure that the contract is implemented, individual members of the department involved, and members of the faculty association or union serving on the university wide review committee might be given standing to initiate a grievance. The ordinary provisions of the grievance and arbitration process should apply to the handling of any such grievance. Where a grievance relates to the rejection of a recommendation for appointment by the senior academic administrator, or by another individual or body whose approval is required, and the matter is submitted to arbitration, it should be made clear that the arbitrator must consider the merits of the recommendation, and not merely the correctness of the procedures. The arbitrator should be required to ascertain whether or not the criteria were met and whether or not the best candidate was recommended. On issues pertaining to qualifications, it should be made clear that expert testimony from persons in the profession or discipline is admissible. The arbitrator should be empowered to provide an appropriate remedy, including an order that the recommended candidate be appointed, or an order that the department make a new nomination.

2.3.3 University-Wide Review Committee

The faculty association should negotiate with the board of governors for the creation of an incentive program for the hiring of women academics. An example of such a program is the plan created in 1984 at the University of Western Ontario.¹³ These positions are funded by mortgaging some of the future replacements for those retiring plus bridge financing. They are competitive among departments and are additions to the complement of any department. There is a requirement that the candidate be "outstanding" and that the position be in an area critical to the future of the unit. There is thus an incentive for departments to seek out women candidates. As the Senate Committee on University Planning of the University of

Western Ontario noted: "The principal attraction of the mechanism proposed by the Committee is that it relies on incentives rather than on a quota or other such arbitrary requirement."

Such a plan should involve the creation of new posts over and above the existing faculty establishment for the recruitment of qualified junior and senior women. The posts should be open to departments on a competitive basis in order to ensure the highest possible qualifications.

2.3.3

University-Wide Review Committee

The faculty association should negotiate with the board of governors for the creation of a university wide review committee. One possible model would be a tripartite committee formed of representatives of the board of governors, the faculty association, and women faculty mutually agreeable to the board of governors and to the faculty association. In any event it is important that this committee not be or seem to be a purely administrative extension of the senior bureaucracy of the university. It is also important that this committee be accountable and respect individual rights of all concerned.

The committee should review progress towards positive action goals. Such progress should be assessed using accurate and regularly amended institutional records of the appointment and promotion dates, age, qualifications, ranks and salaries of all members of the academic units. It should from time to time review the functioning of all the elements of this positive action program. In particular, it should ensure that all relevant national statistical data is gathered for academic units. It should also be responsible for ongoing reviews to ensure that there is no discrimination based on gender in salaries, the process of securing tenure, promotion, the granting of sabbaticals or research grants or in the appointments to senior administrative posts. There should also be a retrospective review in 1991-92 to compare the situation at that time with the situation in 1985-86. The committee should also work with academic units to ensure that there is a genuine outreach from the university to the community and to the schools to combat gender stereotyping and to ensure that all secondary school students have a genuinely equal access to all university programs.

The committee, provided it is constituted in the way suggested above, should be authorized under the hiring equity policy to have the right to launch grievances under the collective agreement.

The committee should be provided with adequate resources by the board of governors including legal counsel independent of the university's solicitor, particularly if it is to have the power to launch grievances.

Approved by the Council, May 1985.

¹ Employment and Immigration Canada, *Affirmative Action: What is it about?*

² Judge R.S. Abella, *The Quest for Equality*, National Symposium on Equality Rights, 1985.

³ Policy Statement on Equal Opportunity for Women Faculty Members, *Handbook*, p.32.

⁴ Policy Statement on Parental Leaves, *Handbook*, p.43.

⁵ *Handbook*, p.28.

⁶ *Handbook*, pp.39-40.

⁷ *Handbook*, pp.8-16.

⁸ *Handbook*, pp.33-35.

⁹ CAUT Information Service, *Handbook*, p.54.

¹⁰ Judge R.S. Abella, *Equality in Employment: A Royal Commission Report*, Ottawa, 1984, section 6, "Employment Equity: Eliminating Workplace Barriers".

¹¹ "Report of the ad hoc Senate Committee to Review Appointments, Promotion and Tenure Policies and Procedures", University of Western Ontario, 1984.

Also, the Treasury Board of Canada has adopted the following definition of "affirmative action": within the federal public service: "Affirmative action is a systems-based approach to the identification and elimination of discrimination in employment. It involves a workforce audit; a quantitative and qualitative analysis of employment systems (policies, practices and procedures) and their impact on target groups; the substitution of non-discriminatory practices for those discriminating target group members; the implementation of temporary special measures to remedy the effects of past discrimination; the adoption of numerical goals and timetables to improve the representation and/or distribution of target group members; and the establishment of monitoring and feedback mechanisms. Temporary special measures are an integral part of affirmative action in order to ensure that under-represented groups achieve equality in a timely fashion."

The Canadian Employment and Immigration Commission has a mandate to implement affirmative action in the federal government. It has in place across Canada consultants to assist employers and unions in setting up such plans free of charge.

See CAUT/28



Association canadienne des professeurs d'université

Enoncé de principes sur l'action positive à exercer pour améliorer la condition de la femme dans les universités canadiennes

1 Pourquoi il faut une action positive pour améliorer la condition de la femme dans les universités canadiennes.

1.1 Préambule

Au cours de la dernière décennie, il s'est opéré une grande révolution sociale qui a fait participer les femmes à la vie universitaire canadienne dans tant qu'étudiantes. Au chapitre de l'emploi du personnel professoral et de l'administration supérieure, cependant, les femmes demeurent beaucoup sous-représentées. Les signes en sont clairs et manifestes. Les femmes occupent moins d'emplois à plein temps qu'on ne s'y attendait d'après le nombre de candidates qualifiées. Les femmes, en outre, détiennent un nombre relativement plus grand de postes à temps partiel que les hommes. Les femmes qui ont un poste à plein temps dans le secteur du professorat et des bibliothèques ont parfois un rang et un salaire moins élevés que des hommes également qualifiés et expérimentés. La participation des femmes est aussi inégalement répartie entre les facultés et les départements.

Ces problèmes tiennent à une foule d'obstacles qui découlent depuis toujours des stéréotypes sexuels existant dans la société et dans ses écoles et des conditions qui, dans les universités, décourageaient les femmes de prendre un emploi universitaire. Cette situation indésirable et injuste n'est pas le produit d'une conspiration délibérée, mais le résultat d'un processus qui en est venu à s'appeler discrimination systémique. Le gouvernement fédéral l'a définie: "... discrimination indirecte, impersonnelle et involontaire qui résulte des normes inappropriées qui se sont établies dans les systèmes d'emploi au fil des années".¹ Le juge Rosalie S. Abella en a parlé récemment dans les termes suivants:

La discrimination systémique exige des remèdes systémiques. Au lieu d'aborder la discrimination dans l'optique du seul coupable et de la seule victime, l'approche systémique reconnaît que, à tout prendre, les systèmes et les pratiques que nous adoptons d'habitude et souvent inconsciemment peuvent avoir sans raison un effet négatif sur certains éléments de la société. L'effet du système sur l'individu ou sur le groupe, plutôt que l'attitude qui en est la source, décide si un remède s'impose ou non.

Les mesures correctives de nature systémique et systématique visent à améliorer la situation pour des personnes qui, faisant partie d'un groupe particulier et y étant identifiées, souffrent injustement de certains systèmes ou de certaines pratiques.²

1.2 Les stéréotypes sexuels et leurs effets sur le nombre de candidats qualifiés

Les universités ont le devoir envers la société canadienne d'encourager les étudiants et les étudiantes à être également représentés dans toutes les disciplines universitaires. La représentation inégale des hommes et des femmes dans certaines disciplines tient surtout aux stéréotypes sexuels, c'est-à-dire que différents genres d'études sont définis en fonction de ce qu'ils sont censés convenir aux femmes ou aux hommes. Même si 90% de l'augmentation des inscriptions d'étudiants au cours de la dernière décennie peuvent s'attribuer au nombre grandissant des étudiantes, il subsiste de sérieux déséquilibres entre étudiantes et étudiants dans un certain nombre de facultés clefs et de disciplines professionnelles.

Les universités et la société y gagneraient si les universités voyaient à mettre de l'ordre dans leurs propres affaires et à s'employer avec les écoles primaires et secondaires à éliminer les stéréotypes sexuels. Nous ne pouvons plus fermер les yeux sur le problème en arguant que c'est aux écoles primaires ou secondaires ou aux parents qu'il appartient de changer les choses. Un accent accru dans le programme d'études des facultés de pédagogie sur les effets historiques des stéréotypes sexuels et sur les moyens de les combattre

ainsi que la communication aux orienteurs de renseignements sur les professions qui pratiquent un recrutement positif de femmes peuvent constituer de bonnes façons d'aider d'autres éléments du système éducatif à lutter contre de tels stéréotypes.

Ces stéréotypes influent sur l'importance du nombre de diplômés parmi lesquels il faut choisir en faisant des nominations à des postes de départ. C'est pour cela que les objectifs d'emploi au sein de l'université doivent au début varier selon la discipline à cause de la participation tellement inégale des femmes aux études supérieures et professionnelles. Les universités devraient adopter toutes les mesures raisonnables pour encourager les femmes à s'inscrire à tous les programmes d'études supérieures et professionnelles.

L'ACPU reconnaît que les membres de divers groupes minoritaires peuvent aussi être victimes de discrimination dans l'obtention et la conservation d'un poste universitaire. Il sera peut-être nécessaire et dans l'ordre à l'avenir de modifier ces lignes directrices ou d'en adopter de nouvelles pour que certains groupes minoritaires soient adéquatement représentés parmi les titulaires d'un poste dans les universités canadiennes. Ce document vise particulièrement à supprimer les déséquilibres qui existent dans les possibilités d'emploi du fait de stéréotypes sexuels.

1.3 Milieu universitaire

Les universités se doivent aussi de veiller à ce que le milieu universitaire ne soit pas hostile aux étudiantes ni aux employées. Ainsi, par exemple, les instances pédagogiques supérieures des universités, les conseils d'administration et les administrateurs doivent voir à ce que les organisations qui paraissent des publications ou des manifestations qui dénigrent les femmes ne soient en rien directement ni indirectement parvenues, subventionnées ou reconnues par un secteur quelconque de la collectivité universitaire officielle. Ces publications et ces manifestations contribuent de façon consciente ou inconsciente à maintenir des vues stéréotypées qui ont pour effet de réservé certains emplois aux hommes. Ces activités sont, par exemple, depuis trop longtemps une chose qui caractérise certaines facultés de génie. Les instances pédagogiques supérieures et les dirigeants des universités devraient déclarer opposés à la présence de ces publications ou de ces manifestations dans leurs murs et ne devraient pas chercher à faire obstacle à toute tentative menée par les autorités pour interdire des poursuites à l'égard de ces activités pour violation du code criminel actuel (1984) ou de la législation pertinente sur les droits de l'homme.

Les instances pédagogiques supérieures ont aussi l'obligation positive d'encourager la recherche, l'enseignement et les travaux d'érudition au sujet des femmes et des questions qui les intéressent. Le personnel professoral qui se livre à cette activité de recherche, d'enseignement et d'érudition ne devrait pas être pénalisé si ses travaux ne s'inscrivent pas dans les catégories traditionnelles. Ces travaux peuvent revêtir une foule de formes différentes. Ils pourraient peut-être s'intégrer aux travaux d'enseignement et d'érudition existants. Ils pourraient peut-être s'ajouter aux programmes de recherches ou d'études en place ou se réaliser dans de nouveaux milieux, centres ou instituts. Il faudrait aussi encourager le personnel professoral à participer à la réalisation de projets de liaison entre l'université et la collectivité à cet égard.

1.4 Conditions d'emploi

Les conditions d'emploi universitaire jouent aussi un rôle vital pour ce qui est d'assurer la présence des femmes au sein du personnel professoral. L'ACPU et la collectivité universitaire ont adopté un certain nombre de principes au cours des deux dernières décennies afin de faire en sorte que les femmes aient leur juste part des postes universitaires.

La collectivité universitaire de chaque université devrait examiner sa politique locale pour voir à ce qu'elle cadre

avec les lignes directrices pertinentes de l'ACPU. L'association des professeurs devrait négocier des modifications appropriées à apporter à sa convention collective ou à ses conditions d'emploi. Les principes de l'ACPU visent les points suivants: (a) rémunération égale pour un travail d'égal valeur;³ (b) congé de maternité;⁴ (c) clause modèle concernant la non-discrimination;⁵ (d) lignes directrices sur le harcèlement sexuel;⁶ (e) sous-sections sur les nominations à temps partiel et à terme de l'Enoncé de principes sur la nomination des professeurs et la permanence de l'emploi;⁷ (f) Enoncé de principes sur les nominations initiales.⁸

L'ACPU a aussi diffusé un programme destiné à aider les universités à repérer et à corriger la discrimination en matière de salaires, soit le "Manual on Female Faculty Salary Discrimination in the Universities", par Jeremiah Allen, septembre 1984. Un autre document d'information porte sur la représentation par les associations de professeurs du personnel professoral à temps partiel.⁹

Tous ces textes visent à faire en sorte que les femmes soient équitablement traitées dans le milieu de travail universitaire et soient ainsi encouragées à y être présentes en tant que membres à plein temps du personnel professoral.

1.5 Programmes destinés à assurer l'égalité d'engagement et programmes d'incitation¹⁰

Les universités devraient avoir d'efficaces programmes destinés à assurer la justice en matière d'engagement. Chaque université devrait se doter de son propre mécanisme adapté à sa propre situation, mais fondé sur les principes du présent épisode et assorti en particulier d'efficaces rouages d'appel. Les associations de professeurs et les conseils d'administration devraient négocier les modifications à apporter à l'article sur les nominations des conventions collectives ou du règlement universitaire afin d'appliquer ces principes.

Comme beaucoup d'universités ont dû décider de limiter l'effectif de leur personnel professoral, il est improbable que même la procédure décennie un changement important dans le rapport femmes-hommes engagés par les universités. La Commission Bovey en Ontario et le sénat de l'Université de Western Ontario ont reconnu ce problème. Selon une recommandation positive de la Commission Bovey, une somme, jusqu'à concurrence de 152 millions de dollars devrait être allouée aux universités pour l'engagement de nouveaux effectifs, dont une partie pourrait servir à accroître la proportion des femmes professeurs. Les universités de toutes les provinces devraient chercher à obtenir la même chose.

A l'Université de Western Ontario, le sénat et le conseil d'administration ont adopté en 1984 un plan destiné à augmenter l'effectif des professeurs en y adjointant cinq professeures senioras et vingt professeures juniores dans le but express d'engager des femmes.

Le comité de planification universitaire du sénat de l'Université de Western Ontario a dit que, "à notre avis, l'égalité des chances devrait signifier à notre université, dans les années 80, non seulement que les candidates à un poste et les candidates à la permanence et à de l'avancement bénéficient d'une juste et égale considération, mais aussi que l'université devrait chercher activement à recruter des candidats de premier plan et montrer vraiment qu'elle entend accroître la proportion des femmes parmi ses professeurs au fur et à mesure que le nombre de femmes qualifiées augmentera". Il a aussi dit que, "parce qu'il semble bien que les ... restrictions vont se continuer, nous croyons qu'il faudra recourir à des mesures ingénieries pour opérer de réels changements dans le rapport hommes-femmes au cours des cinq à dix prochaines années"¹¹.

Les associations de professeurs devraient négocier l'adoption de dispositions d'incitation de cette nature avec l'administration de leur université¹². Même si le plan de Western Ontario ne comportait pas une demande spéciale de fonds aux gouvernements, rien n'empêche que les gou-



vernements fournissent leur aide lorsqu'il est impossible de mettre un pareil plan en oeuvre au moyen des seuls fonds locaux.

1.6 Postes administratifs

Les universités devraient aussi avoir un plan destiné à corriger le déséquilibre actuel entre hommes et femmes dans les postes d'administration supérieurs du secteur pédagogique. Malgré les progrès réalisés, il reste encore fort à faire. La carence est particulièrement marquée dans le cas d'éléments tels que les bibliothécaires universitaires professionnels où les postes supérieurs vont normalement aux hommes en dépit du grand nombre de femmes qualifiées.

2 Eléments d'un programme d'action positive destiné à améliorer la condition féminine dans les universités

2.1 Enoncé de la politique de l'établissement

L'instance pédagogique supérieure de l'université et le conseil d'administration devraient, après des négociations formelles avec l'association ou le syndicat des professeurs, adopter un énoncé clair et explicite de l'intention qu'a l'université d'améliorer la condition de la femme au sein de la collectivité universitaire. L'énoncé devrait comporter un engagement à adopter toutes les mesures possibles pour assurer une pleine présence d'étudiantes dans toutes les facultés. Les facultés où il existe un sérieux déséquilibre devraient avoir à adopter et à appliquer des dispositions de recrutement et autres dispositions d'ordre éducatif afin de pouvoir corriger les choses.

L'énoncé devrait comporter un engagement à encourager l'étude des femmes et des questions les concernant dans le programme d'études sous une forme compatible avec l'importance et l'envergure de l'université. Il devrait renfermer une déclaration portant que l'université ne parainera, subventionnera ni reconnaîtra directement ni indirectement aucune publication ni aucune manifestation universitaire qui dénie les femmes.

2.2 Mesures d'emploi correctives

L'université devrait définir les mesures par lesquelles la collectivité universitaire assure des conditions de travail raisonnables aux femmes. Ces mesures devraient s'inscrire dans l'énoncé général susmentionné et se négocier avec l'association ou le syndicat des professeurs. Elles porteront sur les points suivants: (a) rémunération égale pour un travail d'égal valeur; (b) pas de discrimination pour des raisons de sexe ou de situation familiale (le règlement normal relatif aux conflits d'intérêts s'appliquerait ici comme en général); (c) harcèlement sexuel; (d) congé de maternité, de paternité et d'adoption; (e) garde de jour; (f) conditions des emplois à temps partiel et à terme; (g) annonce des postes de professeurs vacants; et (h) égalité d'engagement et insitations d'emploi (voir ci-dessous).

Un élément des pratiques d'emploi ou il semble probable que l'action du gouvernement pourra seule faire changer les choses consiste dans l'obtention de prestations de pension égales pour les hommes et les femmes par l'utilisation d'une même table actuarielle. L'ACPU exerce des pressions au profit de ce changement depuis novembre 1974 alors que son Bureau de direction a approuvé le principe selon lequel les tables actuarielles servant à calculer les pensions ne devraient pas tenir compte de la distinction entre hommes et femmes, principe exprimé dans son document "Unisex Mortality Tables" du 8 août 1975. Aux Etats-Unis, la Cour suprême a établi une seule et même table actuarielle pour les hommes et les femmes; il serait bon que la collectivité universitaire exerce activement des pressions avec l'ACPU sur cette question. La chose pourrait constituer un engagement énoncé dans la déclaration générale d'objectifs.

2.3 Stratégies d'engagement

Il existe une variété d'alternatives, y compris celles indiquées en 2.3.1, 2.3.2 et 2.3.3 ci-dessous. La collectivité universitaire devrait noter que la Charte fédérale des droits et le code des droits de l'homme des provinces encouragent la création de programmes d'action positive et assurent les mécanismes grâce auxquels ces programmes peuvent être reconnus légalement.

2.3.1 Égalité d'emploi

La politique d'égalité d'emploi devrait se négocier avec l'as-

sociation des professeurs et s'incorporer ensuite dans la convention collective et/ou le guide des professeurs. La chose exigerait probablement un article sur les nominations beaucoup plus détaillé que n'en renferment d'ordinaire la plupart des conventions actuelles.

Une chose possible serait d'intégrer le plan d'égalité d'emploi dans la convention collective de façon que la procédure de règlement des griefs et d'arbitrage devienne le mécanisme d'application. Dans ce cas-ci, la convention collective ou le plan spécial imposerait à l'employeur l'obligation juridique formelle d'adopter, normalement par le truchement d'un administrateur supérieur du secteur pédagogique, toutes les mesures raisonnables, dès la signature du contrat, pour réunir et publier les données statistiques existantes sur la masse des personnes qualifiées disponibles par sexe dans chaque élément de sa compétence ainsi que la répartition par sexe actuelle de chaque unité de la faculté. Le contrat devrait obliger cet administrateur à consulter formellement chaque élément avant de réunir ces statistiques afin d'obtenir les vues écrites du département sur les sources où puiser des renseignements. Ces renseignements viendraient normalement de Statistique Canada, d'Emploi et Immigration Canada, des organisations professionnelles, etc. Le contrat devrait ensuite faire obligation au moyen de négocier au sujet de l'engagement des femmes des objectifs raisonnables fondés sur ces statistiques là où il existe de sérieux déséquilibres. Faute d'accord entre l'administrateur et le département quant aux objectifs, l'affaire devrait se régler par son renvoi à un arbitre. Si l'administrateur ne s'acquitte pas de ses responsabilités, l'association des professeurs pourra instituer un grief et s'adresser à un arbitre.

Le contrat devrait aussi obliger l'employeur, agissant normalement par le truchement d'un administrateur supérieur du secteur pédagogique, de veiller à ce que, lorsqu'un département a été autorisé à embaucher du personnel, soit fait un effort positif et de bonne foi afin de recruter des candidates. L'administrateur aurait spécifiquement à assurer par écrit, avant engagement, que: (a) le poste a été annoncé à temps dans *Affaires universitaires*, le *Bulletin de l'ACPU* et les revues professionnelles appropriées, y compris les revues qui peuvent s'adresser spécialement aux femmes dans la profession; (b) les présidents de départements concernés au Canada ont été consultés au sujet d'éventuels candidats et qu'il leur a été spécifiquement demandé de proposer des candidates; (c) les organisations de la profession ou de la discipline qui représentent spécifiquement les intérêts des femmes dans la profession ou la discipline ont été invitées à formuler des suggestions; (d) les femmes de la discipline ou de la profession ont été invitées à formuler des suggestions; et (e) toutes les femmes professeures du département ou de l'élément de l'université ont été consultées et invitées à proposer des personnes. Après la recherche, le département devrait recommander le meilleur candidat. L'évaluation doit, cependant, se fonder sur des critères objectifs connexes au poste et sans référence au sexe. En cas d'égalité approximative des candidats, le département devrait nommer la candidate jusqu'à la réalisation de ses objectifs d'emploi fixés comme il est susdit. Les départements, cependant, ne devraient pas pénaliser des parents pour des interruptions de carrière tenant à des absences dues à l'obligation de voir à élever leurs enfants; des personnes de même âge peuvent ne pas avoir pu consacrer le même nombre d'années à la recherche et à l'enseignement. L'administrateur supérieur devrait être en mesure de certifier par écrit que le département ou l'élément en cause ont examiné de façon juste la demande de tous les candidats, que le meilleur candidat a été choisi et que, s'il y avait des candidats à peu près égaux, la candidate a été choisie si le département n'avait pas atteint ses objectifs d'emploi.

La convention collective devrait permettre à l'administrateur supérieur, agissant au nom de l'employeur, de mettre son veto à la recommandation d'un département si les critères ci-dessus n'ont pas été satisfait. La décision de l'administrateur de rejeter la recommandation d'un département devrait être sujette au processus ordinaire d'institution d'un grief et d'arbitrage. En outre, si la recommandation est sujette à l'approbation d'autres personnes ou instances, y compris le conseil d'administration, son rejet par de telles personnes ou instances devrait pouvoir faire l'objet d'un grief et être soumis à l'arbitrage.

Il est possible, dans le cadre de ce scénario, que les choses soient gâchées si l'administrateur supérieur et le département ne se conforment pas au règlement énoncé dans le contrat. Cela soulève la question de savoir qui prendra l'initiative d'instituer un grief. Le candidat à un poste peut être intéressé à instituer un grief, mais le processus de règlement des griefs risquerait de s'en trouver submergé sous un grand nombre de griefs relatifs à chaque poste vacant. L'organisme le plus indiqué pour ce qui est d'instituer un grief, c'est l'association (ou le syndicat) des professeurs puisqu'elle est une des parties à la convention. Cependant,

afin de permettre davantage aux intéressés de voir à ce que le contrat soit exécuté, les membres du département en cause et les membres de l'association des professeurs qui font partie du comité d'examen général de l'université pourraient être habilités à instituer un grief. Les dispositions ordinaires qui président au règlement des griefs et à l'arbitrage devraient jouer dans le cas d'un grief de cette nature. Si un grief se rattache au rejet d'une recommandation de nomination de l'administrateur supérieur ou d'une autre personne ou instance dont l'approbation est requise et si l'affaire est soumise à l'arbitrage, il devrait être précisé que l'arbitre doit examiner le bien-fondé de la recommandation et non pas simplement la justesse de la procédure. L'arbitre devrait s'assurer si les critères ont été satisfais et si c'est le meilleur candidat qui a été recommandé. En ce qui concerne les questions de titres et qualités, il faudrait préciser que le témoignage technique de personnes de la profession ou discipline est admissible. L'arbitre devrait avoir le pouvoir d'assurer un correctif, y compris une ordonnance portant de nommer le candidat recommandé ou une ordonnance portant que le département fasse une nouvelle nomination.

2.3.2 Programme d'incitation

L'association des professeurs devrait négocier avec le conseil d'administration la création d'un programme d'incitation à l'égard de l'engagement de femmes professeures. Le plan établi en 1984 à l'Université de Western Ontario offre un exemple d'un pareil programme.¹³ Les postes en cause sont financés en hypothéquant certains des remplacements futurs de ceux qui se retireront et par un financement d'appoint provisoire. Ces postes sont compétitifs entre les départements et s'ajoutent à l'effectif de n'importe quel département. Il faut que le candidat soit "exceptionnel" et que le poste s'inscrive dans un domaine critique pour ce qui est de l'avenir de l'unité. Les départements se trouvent donc incités à chercher des candidates. Comme le comité de planification universitaire du sénat de l'Université de Western Ontario l'a dit: "Ce que le mécanisme proposé par le Comité a surtout d'attrayant, c'est qu'il est fondé sur des incitations plutôt que sur un contingent ou sur quelque autre exigence arbitraire."

Un tel plan devrait comporter la création de nouvelles postes additionnelles à l'effectif existant des professeurs pour le recrutement de femmes professeures juniors et seniors qualifiées. Les postes devraient être accessibles aux départements sur un pied compétitif afin d'assurer les qualités les plus hautes possibles.

2.3.3 Comité d'examen général de l'université

L'association des professeurs devrait négocier avec le conseil d'administration la création d'un comité d'examen général de l'université. Ce pourrait être un comité tripartite composé de représentants du conseil d'administration, de l'association des professeurs et de professeurs de sexe féminin acceptables au conseil et à l'association. Quoiqu'il en soit, il importe que le comité ne soit, ni ne semble être un prolongement purement administratif de la haute bureaucratie de l'université. Il importe aussi que le comité ad des comptes à rendre et respecte les droits individuels de tous les intéressés.

Le comité devrait examiner ce qui se fait afin de réaliser les objectifs de l'action positive. Les progrès réalisés devraient s'évaluer en se référant aux dossiers exacts et régulièrement modifiés de l'université quant aux dates de nomination et de promotion, à l'âge, aux titres et qualités, au rang et au salaire de tous les membres des unités d'enseignement. Le comité devrait examiner de temps à autre le fonctionnement de tous les éléments du programme d'action positive. Il devrait voir, en particulier, à ce que toutes les statistiques nationales appropriées soient réunies pour ce qui est des unités d'enseignement. Il devrait aussi faire des examens réguliers pour s'assurer qu'il n'y a pas de discrimination fondée sur le sexe en ce qui concerne les salaires, l'obtention de la permanence, l'avancement, l'octroi de congés sabbatiques ou de subventions de recherche ou la nomination à des postes d'administration supérieurs. Il devrait aussi se faire un examen rétrospектив en 1991-92 afin de comparer la situation à ce moment-là avec celle de 1985-86. Le Comité devrait également s'employer avec les unités d'enseignement à faire en sorte qu'il y ait un véritable contact entre l'université et la collectivité et les écoles pour combattre les stéréotypes sexuels et pour que tous les élèves du secondaire aient vraiment l'égalité d'accès à tous les enseignements de l'université.

Le comité, s'il est constitué comme il est suggéré ci-dessus, devrait pouvoir, en vertu de la politique de l'égalité d'engagement, avoir le droit d'instituer des griefs aux termes de la convention collective.

Voir L'ACPU/28



Union des associations des professeurs des universités de l'Ontario

Un programme d'action positive: l'égalité dans l'emploi pour les femmes universitaires

I. Le pré-recrutement: augmenter le nombre de candidates

Il importe de s'assurer que les candidates soient qualifiées pour les postes vacants qui leur seront offerts dans le secteur universitaire. A cet égard, nous sommes convaincus que les universités devraient s'engager à encourager la création d'une banque de candidates compétentes pour les futurs postes à pourvoir.

Nous remarquons avec joie l'arrivée massive des femmes dans l'enseignement universitaire depuis les années 1970. Nous reconnaissons toutefois qu'elles ne sont pas réparties également entre les facultés, départements et niveaux d'étude. Il faut s'efforcer davantage à encourager les femmes à s'inscrire dans des disciplines non traditionnelles. Nous admettons que certaines associations universitaires, la Canadian Association of Women in Science entre autres, s'efforcent particulièrement de communiquer avec les étudiantes des écoles secondaires pour les inciter à ouvrir leurs horizons dans la planification de leur future carrière. Nous préconisons la participation des universités à des programmes d'orientation de carrière à l'école secondaire et au 1er cycle universitaire en raison du difficile changement de cela entraînera.

En outre, force est de constater que le nombre accru de candidates compétentes pose certains problèmes. Ainsi, l'âge limite imposé pour l'octroi de bourses d'étude et de recherches freine l'avancement des femmes qui ont peut-être dû interrompre leurs études pour des responsabilités familiales. L'objectif étant d'encourager les universités à rejoindre les femmes de tous les âges qui pourraient profiter d'études universitaires, nous leur recommandons, par conséquent, de jouer un rôle actif

1. en continuant de diriger les femmes vers les études universitaires au moyen de programmes communautaires et universitaires qui ont ce but précis;
2. en orientant l'intérêt des femmes vers les disciplines non traditionnelles en faisant valoir le besoin croissant de femmes et les perspectives d'emploi pour elles dans ces domaines;
3. en établissant des bourses d'études et de recherche sans limite d'âge étant donné que ces restrictions sont considérées comme discriminatoires;
4. en offrant des bourses d'études et de recherche dans les domaines où sont concentrées les femmes mais qui sont généralement moins subventionnées;
5. en faisant connaître les diverses pratiques de l'université, notamment l'horaire de la bibliothèque et les heures de cours, les programmes à temps partiel, etc., pour faciliter la pleine participation des femmes aux programmes universitaires;
6. en conseillant les femmes du 1er cycle sur les programmes spécialisés et sur ceux du 2e ou 3e cycles pour les sensibiliser aux perspectives d'emploi dans leur carrière future;
7. en reconnaissant que les contingences rendent très difficile le rééquilibrage du rapport hommes/femmes, étant donné que la proportion de femmes dans certaines disciplines est actuellement très faible.

Cependant, malgré le nombre accru de femmes dans des programmes qui leur conviennent, nous craignons que le manque de modèles et de mentors, à l'occasion, ou le fait que les femmes méconnaissent la nature du travail universitaire ainsi que l'intérêt et les possibilités d'emploi dans les universités ne les préparent mal au marché du travail. En conséquence, nous invitons fortement les universités à adopter des mesures spéciales:

8. offrir des ateliers aux femmes qui postulent des emplois universitaires dans le but de leur indiquer les stratégies à adopter dans leur recherche d'emploi;
9. encourager les supervisrices au niveau du 2e ou 3e cycle à aider leurs étudiantes à se préparer à occuper des postes universitaires et à leur faire valoir les avantages des programmes post-doctoraux pour poursuivre des recherches;
10. lors de l'évaluation de leur progrès et de leurs qualifications en vue d'une nomination, souligner que les femmes suivent un plan de carrière différent de celui des hommes;

11. créer et maintenir des programmes dans le secteur des études sur les femmes pour accroître nos connaissances sur les femmes et pour offrir de nouvelles perspectives de la condition humaine.

II. Le recrutement des candidates

Dès que l'université et le département ont décidé de pourvoir à un poste vacant, nous croyons que certains facteurs influencent l'étude positive des dossiers des candidates dans le processus d'embauche. Nous reconnaissons que nombre des questions qui seront soulevées montrent ce que nous appelons des "préjugés inconscients", c'est-à-dire que, très souvent, on ne discute pas des priorités universitaires dans le but de savoir comment la décision finale pourrait influencer la participation des femmes. Nous aimerions en outre souligner l'importance de discuter, notamment, des champs de spécialisation et de la façon dont les femmes pourraient être touchées par les priorités établies. Il faut également s'assurer que les femmes reçoivent toute l'attention voulue pendant l'étape de la sélection. Les mesures suivantes devraient être adoptées:

1. souligner l'importance d'une discussion franche sur les champs de spécialisation à annoncer et leurs conséquences pour les femmes;
2. étudier les priorités traditionnelles du département et leurs conséquences sur la participation possible des femmes;
3. discuter des niveaux ou des rangs en vue d'une nomination et des conséquences probables sur la participation des femmes;
4. s'assurer que les responsables du recrutement sont conscients des plans de carrière différents des femmes et sont capables d'en tenir compte dans leurs attentes et leur exigences, entre autres en incluant les nouvelles venues plus âgées au nombre des candidates possibles à une nomination initiale.

L'annonce publique d'un poste vacant contribue considérablement à encourager les femmes à poser leur candidature et à leur assurer que leurs points forts seront pris en considération. Nous estimons que l'annonce d'un poste devrait attirer les candidates. L'énoncé de fonctions devrait être favorable aux femmes:

5. en faisant référence à la politique de l'université en matière d'égalité en emploi; Dans certains cas, et étant donné les différences d'une discipline à l'autre, nous pourrions envisager un énoncé précisant que les femmes sont particulièrement encouragées à poser leur candidature;
6. en formulant un énoncé de fonctions qui met en valeur l'expérience et les compétences des femmes et qui ne les minimise pas, c'est-à-dire qui évite de mentionner les spécialités ou les combinaisons de spécialités qui, de facto, excluent les candidates;
7. en offrant à tout le département l'occasion de réagir à l'offre d'emploi en distribuant une ébauche avant de la diffuser à l'extérieur.

Après avoir formulé le contenu de l'offre d'emploi de façon à tenir compte des femmes, il reste à communiquer avec les candidates possibles. Les hommes et les femmes peuvent différer énormément dans leur façon de se renseigner sur les postes vacants. De plus, les femmes peuvent souvent sous-estimer leur compétence. Par conséquent, nous croyons qu'il est nécessaire de veiller particulièrement à ce que les candidates qualifiées soient au courant des postes vacants. Voici des moyens de s'en assurer (comme le souligne la clause modèle de l'ACPU sur l'action positive):

8. annoncer au bon moment l'offre d'emploi dans *Affaires universitaires*, dans le Bulletin de l'ACPU et dans d'autres périodiques professionnels pertinents, y compris ceux qui s'adressent directement aux femmes travaillant dans la discipline visée;
9. communiquer avec les directeurs des départements universitaires pertinents du Canada afin de leur demander l' nom de candidats possibles et, en particulier, d' candidates;
10. communiquer avec des organismes au sein de la profession ou d'une discipline qui représentent particulièrement les intérêts des femmes afin de leur demander

- de suggérer des candidates;
11. communiquer avec des femmes de la profession ou de la discipline pour leur demander de proposer des candidates;
12. solliciter des candidatures de toutes les femmes du personnel universitaire de l'unité d'enseignement et des disciplines connexes de l'université;
13. faire valoir les politiques relatives aux services de garde, les avantages sociaux égaux, l'existence de centres d'associations pour les femmes à l'université qui facilitent la carrière des femmes.

III. L'embauche

Outre la mise en application efficace des stratégies précitées pour attirer un grand nombre de candidates, nous estimons que les méthodes actuelles d'embauche devraient être conçues de façon à faire valoir les qualifications des femmes. A notre avis, nombre des méthodes actuelles d'embauche diminuent par inadvertance les chances des femmes d'obtenir un emploi. En faisant délibérément connaître les conséquences de ces méthodes sur la présence des femmes à l'université, on pourra ainsi élaborer des stratégies pensées.

Nous aimerions, en particulier, nous assurer que l'étude des dossiers des candidates ait lieu à une étape hâtive puisqu'il est beaucoup plus difficile d'en appeler d'une décision que de garantir une décision équitable dès le début. En outre, nous voudrions qu'il soit nettement reconnu que la carrière des femmes suit un tracé différent de celle des hommes. La gamme des activités reliées aux responsabilités familiales, notamment, peuvent servir à calculer le temps que consacre une femme à sa carrière universitaire. Par conséquent, nous aimerions que les femmes soient assurées que leur dossier est pris en considération:

1. en créant des programmes spécialement financés pour encourager le recrutement des femmes là où les budgets sont restreints et les postes vacants, rares. (Ces programmes ne doivent pas être des substituts à des postes réguliers cependant);
2. veiller, dès le début, au moyen d'un comité mixte, à ce que les dossiers des candidates soient étudiés positivement;
3. en garantissant la présence d'une femme, sinon plusieurs, au comité de recrutement;
4. en s'assurant que les compétences des candidates sont examinées en vertu d'un plan de carrière qui diffère de celui des hommes;
5. en examinant attentivement une variété de facteurs dans l'évaluation des compétences des candidates dont la reconnaissance (a) que le nombre restreint de femmes et le besoin de représentantes à divers comités les obligent à consacrer trop de temps à ces derniers; (b) que, très souvent, elles s'engagent énormément auprès des étudiants pour les conseiller; et (c) qu'elles publient fréquemment dans des disciplines qui recourent une évaluation différente de celle des hommes;
6. en veillant à ce que la meilleure des candidates soit invitée à une entrevue dans le cas peu probable qu'aucune candidate ne figure sur la liste des personnes sélectionnées;
7. en s'assurant que le meilleur candidat ait été recommandé, mais que dans le cas où aucun candidat ne surpassé l'autre, que la meilleure candidate soit recommandée;
8. en s'assurant que la distance n'est pas un facteur qui entre en ligne de compte pour convoquer des candidats qualifiés à une entrevue;
9. en évitant de juger à l'avance la volonté des personnes, ou de leur conjoint, à déménager;
10. en veillant à ce que les compétences des femmes soient jugées avec équité dans le cas des postes permanents et, le cas échéant, pour les postes à durée limitée;
11. en s'assurant que les femmes ne font pas l'objet de discrimination en ce qui concerne les postes d'une durée fixe;
12. en accordant une attention sérieuse aux titulaires de postes à durée fixe au moment d'offrir un poste visant



Ontario Confederation of University Faculty Associations

Employment Equity for Women Academics: A Positive Action Strategy

I. Pre-recruitment: Enlarging the pool of women candidates

It is important to ensure that women candidates are qualified for the openings that will become available for them in the university community and, in this regard, we are convinced that universities should be involved in encouraging a pool of suitable applicants for forthcoming openings.

We note, with pleasure, the considerable surge of women into university education over the 1970s; however, we are also aware that this influx is not equally distributed amongst faculties, departments and levels of study and that additional efforts need to be made to encourage enrollment in the non-traditional areas. We recognize that some academic associations (the Canadian Association of Women in Science is one example) make specific attempts to contact female high school students in order to encourage them to think broadly in planning their future careers. Because of the difficulty of the change to be effected, however, we strongly urge that universities be involved in career counselling programs at both the high school and undergraduate levels.

It should also be noted, in the context of enlarging the pool of qualified candidates, that age limits for some scholarships and research grants impede the progress of women whose education might have been interrupted by household responsibilities. Given the goal of encouraging universities to reach women of all ages who could benefit from university level education, therefore, we urge universities to take an active part in:

1. continuing to channel women into university attendance, through community and university programs which have this as a specific goal;¹
2. directing women's interests towards the non-traditional disciplines by highlighting the growing need for women and the developing positive context for their employment in these areas;
3. establishing scholarships and fellowships which are free of age restrictions, inasmuch as such restrictions have the effect of discriminating against women;
4. instituting scholarships and fellowships in those areas in which women are concentrated, but which have been generally less well funded;
5. highlighting the consequences of various university practices (e.g. the scheduling of library and class hours, the availability of part-time programs, etc.) to facilitate women's full participation in university programs;
6. counselling women undergraduates into honours and graduate programs so that they are aware of the opportunities and openings for later careers;
7. encouraging the recognition that enrollment cutbacks create serious difficulties in redressing the male/female imbalance, given that the proportion of women in some programs is currently very low.

Even with an increased proportion of women in suitable academic programs, however, we are concerned that the absence of role models and mentors, on occasion, or the general lack of familiarity amongst women with the nature of academia and the interest and potential of academic employment will give rise to inadequate preparation for the job market. Accordingly, we would urge universities to institute special mechanisms:

8. setting up workshops for women who are applying for academic jobs in order to underline appropriate strategies for success in their job search;
9. encouraging graduate supervisors to assist their women students in preparing for academic posts, including a recognition of the advantages of post-doctoral programs for research productivity;
10. encouraging recognition of women's differential career paths in the evaluation of their progress and their qualifications for appointment;
11. establishing and maintaining programs in women's studies in order to expand our knowledge of women and offer new perspectives on the human condition.

II. Recruitment of Candidates

Once the decision has been taken at both the university

and departmental level to recruit for an opening, we feel that there are certain factors which affect the probability that women will be given positive consideration in the hiring process. We recognize that most of the issues to be raised demonstrate what we term "unintended bias" i.e. that academic priorities are frequently not discussed in terms of how the final decision might affect women's participation. We would like to underline the importance of discussing, for example, areas of specialization in terms of how women might be affected by the priorities set, and of ensuring in this manner that women are given due consideration through the selection process. Appropriate mechanisms would include:

1. underlining the importance of an open discussion of the areas of specialization to be advertised and of their implications for women;
2. examining traditional departmental priorities and the consequences for women's potential participation;
3. discussing the levels or ranks for appointment and the probable consequences for women's participation;
4. ensuring that all those concerned in the recruitment process are conscious of women's differential career patterns and are able to take this into account in their expectations and requirements (e.g. by including mature newcomers as potential candidates for initial appointment).

The public presentation of the post available is an important means of encouraging women to apply and of ensuring that they are persuaded that their specific strengths will be given due consideration. We think such advertisements should constitute a positive attraction for women candidates. The job description should be propitious for women through:

5. referring to the University's employment equity policy.² In some cases, given that disciplines vary, we could envisage a statement specifying that women are especially encouraged to apply;
6. formulating a job description which highlights and does not diminish women's experience and qualifications (e.g. avoiding specialities or combinations of specialities at which, *de facto*, exclude women candidates);
7. providing an opportunity for full departmental reaction to the proposed advertisement through the distribution of the draft advertisement prior to external circulation.

Once the content of the advertisement has been formulated in an appropriate manner for women, it remains to ensure that potential female candidates are contacted. There may be considerable asymmetry between men and women in their access to relevant information on posts. Furthermore, women frequently may not consider themselves to be appropriately qualified. Thus, we feel that special efforts must be made to ensure that relevant women candidates are aware of the openings. Mechanisms should include the following (as is also underlined in the CAUT model clause on positive action):

8. advertising at an early stage in *University Affairs*, the CAUT Bulletin and relevant professional journals, including any that may be especially directed to women members of the relevant discipline;
9. contacting the persons chairing relevant university departments in Canada requesting the names of possible candidates, specifically requesting that they suggest women candidates;
10. contacting organizations within the profession or disciplines which specifically represent the interests of women, asking them for suggestions of possible candidates;
11. contacting individual women, asking for suggestions within the profession or discipline;
12. requesting nominations from all women members of the academic staff in the academic unit and related disciplines within the university;
13. highlighting policies, such as the availability of day care, equal fringe benefits, the existence of women's centres and associations on campus, which facilitate women's careers on campus.

III. Hiring

With the effective operation of the previous mechanisms in attracting a good field of women candidates, we feel that the actual hiring process should be designed to enhance women's qualifications in a positive manner. Once again, it is our view that many of the usual hiring procedures diminish women's chances for employment in an inadvertent way and that a deliberate highlighting of the consequences of these procedures for women's presence in the university setting will enable compensatory mechanisms to be developed.

In particular, we would like to ensure that the monitoring of files of women candidates takes place at an early stage, since it is much more difficult to appeal a decision than to ensure that this decision proceeds on a fair basis from the beginning. In addition, we would like clear recognition to be accorded to the reality that women's careers may proceed in a differential manner from those of men. The range of activities included in household responsibilities, for example, may be relevant in calculating the time spent on a woman's university career. Thus, we would like to guarantee that women candidates are given due consideration through:

1. developing specially funded programs to encourage their recruitment where funds are tight and regular openings are rare, (though not as a substitute for the regular appointment process);
2. monitoring, at an early stage through some form of joint committee, that women are accorded positive consideration in the hiring process;
3. ensuring the presence of one, if not more, academic women on the recruitment committee in question;
4. ensuring that the qualifications of women candidates are evaluated with due recognition of differentially structured women's careers;
5. giving careful consideration to a wide range of factors in assessing women's qualifications including the recognition (a) that the limited number of women and the need for women representatives on a wide range of committees involves them in a disproportionate time commitment in committee work; (b) that they are frequently very extensively involved in the counselling of students; and (c) that they are frequently in publication areas which are differentially evaluated;
6. ensuring that the best qualified woman candidate is invited for interview in the unlikely event that the interview list includes no women candidates;
7. ensuring that the candidate who is clearly the best is recommended, but where no male candidate is clearly better qualified, then the best female candidate is recommended;
8. ensuring that distance is not a factor in bringing qualified candidates for interview;
9. avoiding prejudices concerning individuals' (or their spouses') willingness to relocate;
10. ensuring that women are accorded equal consideration for continuing appointments and, where such appointments may be necessary, for limited term ones;
11. ensuring that women are not segregated in sessional appointments;
12. giving serious consideration to sessional appointees when appointing to tenure-stream appointments;
13. ensuring that women are considered for senior as well as junior positions.

IV. Tenure and Promotion

Once women have been included in the university community, we are concerned that they should be given positive encouragement through the tenure and promotion process. We note that there is some tendency in a variety of disciplines to divide publication areas and outlets into those which are considered more "serious" from others which are denigrated as "easier" or less worthy of consideration. Since this division is often gender specific rather than gender neutral, and the latter areas and outlets frequently include a major part of women's involvement in



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la permanence;
13. en s'assurant que des femmes sont envisagées tant pour les postes principaux que pour les postes subalternes.

IV. La permanence et la promotion

Dès que les femmes sont acceptées au sein de la collectivité universitaire, nous croyons qu'elles devraient recevoir des encouragements par le biais de la permanence et de la promotion. Nous remarquons que, dans diverses disciplines, on tend à diviser les secteurs de publication en deux: les secteurs plus "sérieux" et ceux qui sont plus "faciles" ou qui méritent moins d'attention. Puisque cette division est souvent du genre spécifique plutôt que du genre neutre, et que le dernier secteur regroupe fréquemment une bonne partie des travaux des femmes, nous aimerais souligner que de nouveaux secteurs de recherche, tels les programmes d'études sur les femmes, doivent créer leurs propres créneaux de publication. Ces derniers peuvent apporter de nouveaux critères aux décisions concernant la publication.

Nous aimerais que les universités reconnaissent que la hiérarchie des disciplines et des sous-disciplines n'est pas gravée dans la pierre. Par conséquent, nous croyons que le dossier d'une personne devrait être étudié dans les limites des paramètres de spécialisation de celle-ci sans que des critères rigides et peut-être désuets soient appliqués. Nous recommandons donc que les universités ne disposent pas de suffisamment de spécialistes dans une sous-discipline donnée sollicitent à l'extérieur l'opinion d'experts sur les candidats retenus pour la permanence ou une promotion. Ces candidats pourront ainsi être jugés par des collègues de leur discipline.

En plus de la publication, nous voudrions que les comités de la permanence et de la promotion soient encouragés à reconnaître d'autres formes de recherche. Nous souhaiterions, en particulier, que les dossiers des candidates à la permanence et à une promotion soient étudiés positivement de la façon suivante:

1. assurer que les professeurs sont dès le début parfaitement informées des critères d'octroi de la permanence puisqu'elles peuvent ne pas avoir accès aux réseaux compétents, ou ne pas avoir de modèles ou de mentors;
2. reconnaître la recherche effectuée dans les programmes sur les femmes en faisant appel, au besoin, à des spécialistes de l'extérieur pour évaluer les travaux et accepter le caractère inter-disciplinaire de champ de recherche;
3. reconnaître les divers créneaux de publication, y compris ceux qui s'adressent à des secteurs spécialisés;
4. reconnaître les diverses spécialités d'une même discipline en plus des études sur les femmes et leur accorder toute l'importance voulue lors de l'examen de la permanence et de la promotion;
5. prêter une attention particulière au tracé différent que prennent les femmes dans leur carrière, dont les arrêts de travail pour des raisons familiales, pour élever des enfants, ou les carrières parallèles, etc.;
6. prêter une attention particulière aux exigences imposées aux familles dont les conjoints poursuivent chacun une carrière pour que du temps additionnel soit accordé aux candidats touchés, avant que leur dossier ne soit étudié pour la permanence;
7. reconnaître la recherche et l'enseignement au même titre comme des travaux universitaires et les étudier également au moment de l'octroi de la permanence;
8. garantir la présence d'au moins une femme au Comité de la permanence et de la promotion et ce, à tous les paliers de l'université, y compris les organes supérieurs de décision;
9. veiller à ce que les candidates à la permanence et à la promotion disposent des moyens de s'assurer que les personnes choisies pour évaluer leurs travaux sont dénuées de préjugés sexuels, c'est-à-dire qu'elles aient le droit d'opposer leur veto devant une liste de noms.

En règle générale, les méthodes d'octroi de la permanence ou de la promotion doivent suivre les mêmes principes que l'embauche en ajoutant les mesures précédentes pour protéger les candidates atteignant une étape plus avancée de leur carrière.

NOTES

1. Le terme "but" a été employé dans le même sens que dans le "Rapport Abella" *"Équité en matière d'emploi"*, Ministère des Approvisionnements et Services, Ottawa, 1984. Il ne faut pas le confondre avec contingent.
2. Nous recommandons avec plaisir que la majorité des universités de l'Ontario ont demandé des fonds en vertu du Fonds d'encouragement à l'action positive (Employment Equity Fund). Nous présumons que ces universités ont élaboré une politique d'égalité en emploi puisqu'elle est une condition à la demande de fonds.

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a discipline, we would like to underline that new areas of scholarship, such as women's studies, have often needed to develop their own publishing outlets and these may apply new criteria to publishing decisions.

We would like universities to recognize that the hierarchy of disciplines and sub-disciplines is not carved in stone and that a study of a candidate's dossier should be carried out within the existing parameters of that person's specialization without applying rigid and possibly outdated criteria. For this reason, we recommend that universities which do not have a wide range of specialists in a particular subdiscipline be willing to solicit outside opinions on candidates who are being considered for both tenure and promotion so that candidates can be judged by peers in their field.

In addition to the nature of publication, we would like Tenure and Promotion Committees to be encouraged to give due recognition to scholarship which is expressed in other forms. In particular, we would wish women candidates to be given positive consideration in the tenure and promotion process through:

1. ensuring that women faculty are clearly informed, from the beginning, of the criteria for tenure, since they may not have access to suitable networks, role models or mentors;
2. according scholarship in women's studies suitable recognition, appealing to outside evaluation for expertise when necessary, and recognizing the interdisciplinary nature of this area of research;
3. recognizing the legitimacy of a variety of publication outlets, including those which cater to specialized areas;
4. recognizing the legitimacy of a variety of specialities within any discipline in addition to women's studies and according these specialities due importance in tenure and promotion considerations;
5. according due consideration to women's differing careers including job moves due to family responsibilities, child rearing, alternative career patterns and so forth;
6. according due consideration to the demands of two-career families such that additional time may be accorded to the candidates affected, prior to their consideration for tenure;
7. recognizing both research and teaching as forms of scholarship and that both components should enter equally into the consideration for tenure;
8. guaranteeing that at least one academic woman should sit on Tenure and Promotion Committees at all levels of the university, including the very highest decision-making levels;
9. ensuring that candidates for tenure and promotion should have a means of guaranteeing that the referees selected to evaluate their work are free of gender bias (e.g., right of veto over a list).

In general, the tenure and promotion process should adhere to the same principles as operated in the hiring process, with these additional points which cover candidates at a more senior career stage.

Footnotes

1. The use here of the term "goal" is similar to its use in *Equality in Employment: A Royal Commission Report*, the "Abella Report", (Ottawa: Ministry of Supply and Services, 1984) i.e. it is not to be confused with a quota.
2. We are pleased to note that the vast majority of Ontario universities have applied for funding to the provincial Employment Equity Fund. We assume that these institutions have formulated an employment equity policy since that formulation was a requirement for application to the fund.

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It is possible to obtain from CAUT or from Statistics Canada a gender breakdown by rank, institution, and major fields



taught (i.e. Education, Fine Arts, Humanities and Related Social Sciences, Agriculture and Biological Sciences, Engineering and Applied Sciences, Health Professions and Occupations, Mathematics and the Physical Sciences).

12. The primary purpose of this document is to ensure that women with appropriate qualifications have equal opportunity to undertake academic careers at Canadian universities. CAUT recognizes, however, that gender-based discrimination exists in other areas of university organization and indicates its willingness to work with organizations and groups, including student and support staff groups, on university campuses to reduce and ultimately to remove this discrimination. The structures suggested here could be extended for the use of support staff or other groups if they so desire.

13. A description of this plan is available from the CAUT Information Service, *Handbook*, p.54.

NOTE: The Board has approved a Model Clause on Positive Action which is available from CAUT.

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Le conseil d'administration devrait doter le comité de ressources adéquates, y compris un avocat indépendant de celui de l'université, surtout s'il doit avoir le pouvoir d'instituer des griefs.

Approuvé par le Conseil, mai 1985.

1. Emploi et Immigration Canada, *Action positive: De quoi s'agit-il?*

2. Le juge R.S. Abella, *The Quest for Equality*, Symposium national sur droit à l'égalité, 30 janv. - 1er fév. 1985.

3. Enoncé de principes sur l'égalité de la femme professeur, *Guide*, p.34.

4. Enoncé de principes sur les congés parentaux, *Guide*, p.46.

5. *Guide*, p.30.

6. *Guide*, p.42.

7. *Guide*, pp.15-16.

8. *Guide*, pp.36-37.

9. Service d'information de l'ACPU, *Guide*, p.57.

10. Le juge R.S. Abella, *Rapport de la Commission sur l'égalité en matière d'emploi*, Ottawa 1984, spécialement le chapitre six, "Équité en matière d'emploi: l'élimination des obstacles en milieu de travail".

11. *Report of the ad hoc Senate Committee to Review Appointments, Promotion and Tenure Policies and Procedures*, Université de Western Ontario, 1984.

Aussi, le Conseil du Trésor du Canada a adopté la définition suivante d'"action positive" au sein de la fonction publique fédérale.

"L'action positive est un processus de planification qui vise à déceler la discrimination dans l'emploi pour l'éliminer. L'action positive comprend la vérification des effets, l'analyse quantitative et qualitative des systèmes d'emploi (politiques, pratiques et procédures) et de leurs répercussions sur les groupes cibles et le remplacement de pratiques défavorables aux hommes par des groupes cibles et des pratiques non-discriminatoires, l'adoption en œuvre de mesures spéciales temporaires pour remédier aux effets de la discrimination antérieure, l'adoption d'objectifs numériques et d'échéanciers pour améliorer la représentation et/ou la répartition de ces groupes cibles et l'adoption de mécanismes de surveillance et de retour de l'information. Les mesures spéciales temporaires font parties intégrantes du programme d'action positive et ont pour but d'assurer l'égalité des groupes sous-représentés dans des délais raisonnables".

La Commission canadienne de l'emploi et de l'immigration est chargée d'assurer l'exercice d'une action positive au sein du gouvernement fédéral. Elle a des conseillers dans tout le pays pour aider gratuitement les employeurs et les syndicats à élaborer un plan d'action positive.

Il est possible d'obtenir de l'ACPU ou de Statistique Canada une répartition des professeurs selon le sexe et par rang, établissement et principaux domaines enseignés (c'est-à-dire éducation, beaux-arts appliqués, humanités et disciplines connexes, sciences agricoles et biologiques, génie et sciences appliquées, professions et occupations de la santé, mathématiques et sciences physiques).

12. Le premier document de l'ACPU est de faire en sorte que les femmes et les hommes appropriés puissent, sur un pied d'égalité, faire une carrière dans l'université. Dans les universités canadiennes, l'ACPU reconnaît, cependant, qu'il y a de la discrimination fondée sur le sexe dans d'autres secteurs de l'organisation universitaire et elle est prête à s'employer avec des organismes et des groupes de personnes, y compris les étudiants et le personnel de soutien, à réduire et à supprimer finalement cette discrimination dans les universités. Les structures que suggère le présent document pourraient aussi servir au personnel de soutien ou à d'autres groupes de gens s'ils le désirent.

13. Il est possible de se procurer une description du programme auprès du Service d'information de l'ACPU, *Guide*, p.57.

NOTE: Le Bureau de direction a approuvé une clause modèle sur l'action positive, disponible dans le Guide.

Ontario govt. programs to advance university women

by Helen Breslauer

Dr. Breslauer is Senior Research Officer with the Ontario Confederation of University Faculty Associations.

During the past year, two governmental initiatives have been mounted in Ontario designed to assist in advancing the position of women in Ontario universities: the Faculty Renewal Fund and the Employment Equity Incentive Fund.

Faculty Renewal Fund

The Faculty Renewal Fund authorizes the expenditure of \$84 million in constant 1986 dollars over a period of years to support 500 new faculty appointments. In 1986-87 and 1987-88, the Ministry of Colleges and Universities foresees 300 appointments, followed by 70 in 1988-89, 70 in 1989-90 and 60 in 1990-91. Each appointment is to be supported for a five-year period, thereby extending the funding of this program to 1994-95.

The government has stated that the major purpose of the fund is the infusion into the universities of new younger faculty, particularly women.

For the first year, funds were allocated to the univer-

sities based on a formula. Thereafter, the institutions have been asked to submit a plan about how the requested funds would be used.

When he announced the program in the Ontario legislature in May 1986, the Minister of Colleges and Universities, Gregory Sorbara, said each plan "will describe the institution's current situation, set out how it intends to use the fund to further the program's goals, particularly the improvement of the percentage of women faculty, as well as its own plans to pursue specialization and excellence."

It is not yet clear how the universities will respond to this government initiative. There is no requirement by government that the universities use the funds to hire women or to make tenure track appointments, although they have expressed a preference for both. No extra funds have been set aside for support staff to provide support services to the new faculty members hired. The amount of money available, the announced time frame, and the number of appointments involved, when taken together, predetermine matters such as salaries and benefits which are usually matters for negotiation

between faculty and administrations.

It is also not clear whether the emphasis on "new" and "young" faculty will disadvantage both those women whose experiences have been such that they embarked on academic careers at an older age than do most male academics, or those faculty members who have been earning a living by working at part-time or contractually-limited appointments until the academic labour market "loosened up" once again.

In spite of the many questions which can be raised about how these funds may be used in future, there have been some statements by universities which give cause for optimism that the existence of the Faculty Renewal Fund will make a difference in the number of women faculty in Ontario universities. For example, York University has announced its intention to use all the money it receives from the Fund to hire women, and the University of Waterloo has announced a special initiative to increase the number of women on its faculty by use of the Fund.

Employment Equity Incentive Fund

A second initiative of the Ontario Government has been

the extension to the university sector of employment equity funding for the 1986 calendar year. This fund is administered by the Ministry of Colleges and Universities in cooperation with the Office of the Minister Responsible for Women's Issues, and is intended to assist institutions in developing and implementing an employment equity/affirmative action program for women employees.

The fund has provided up to 75% of the cost of hiring an employment equity officer, up to a maximum of \$20,000, (including salary and benefits as well as costs related to the development and implementation of the program) per institution. An additional \$3,000 per institution has been made available to carry out a special project directly related to implementing an employment equity program.

In order to be eligible for such funding, institutions were required to formally adopt a policy of affirmative action for their women employees. All but three Ontario institutions applied for these funds. All who applied for them received them. Many steps were involved in obtaining these funds i.e., passage of a policy on affirmative action; formal application for funding; creation of, advertisement for, and filling of the position of employment equity coordinator; and getting such a program started at the local campus level. Institutions defined the position of the coordinator differently, in terms of, among other things, which populations of women employees they were mandated to serve, when they were hired, how long their contracts would last.

In addition to applications from individual institutions for funding under this program, the Council of Ontario Universities applied for, and received, \$40,000 of the money which remained unawarded to develop an employment equity manual for use in Ontario universities. The project is being directed by the COU Status of Women Committee which has hired a consultant, Dr. Nan J.

Weiner, to work together with a Steering Committee of the larger committee to create the employment equity manual. Dr. Weiner has been visiting university campuses throughout the province to consult with a wide range of people on local campuses about employment equity issues. The employment equity manual, will be designed to address issues relevant to all women employees of the university, is scheduled for completion by the end of January 1987.

Given all the requirements enumerated above, which had to be met in order for universities to get started on employment equity programs, many got off to a late start. There is concern that the work of the

coordinators not be constrained by the time limitations on the funding. OCUDA wrote during the summer to Ian Scott, Minister Responsible for Women's Issues, to urge that the special employment equity funding available to the universities this year be extended for at least another year.

In his answer, Mr. Scott acknowledged that the response to the Fund had been positive, that most universities are undertaking employment equity initiatives as a result, and that his Ministry and the Ministry of Colleges and Universities are working together to assess the need for further support. An announcement of the extension to the funding has not yet been made.

PERCENTAGE GROWTH IN GRADUATE ENROLMENT BY SEX 1970-71 TO 1983-84

FIELD OF STUDY	FULL-TIME		PART-TIME		FTE TOTAL*	
	FEMALE % GROWTH	TOTAL % GROWTH	FEMALE % GROWTH	TOTAL % GROWTH	FEMALE % GROWTH	TOTAL % GROWTH
EDUCATION						
MASTERS	153.8%	47.4%	381.0%	130.8%	211.7%	71.8%
PhD	320.6%	88.6%	347.4%	167.3%	324.3%	98.6%
FINE ARTS						
MASTERS	314.4%	294.6%	364.3%	365.2%	320.4%	301.6%
PhD	257.1%	133.3%	30.8%	14.8%	209.7%	116.0%
HUMANITIES						
MASTERS	62.0%	14.5%	72.6%	28.0%	63.5%	16.3%
PhD	47.5%	6.0%	29.9%	-16.4%	46.0%	3.6%
SOCIAL SCIENCE						
MASTERS	177.4%	55.7%	565.6%	193.2%	208.1%	71.1%
PhD	170.6%	53.2%	120.0%	39.1%	165.9%	51.9%
AGRI/RIO SCI						
MASTERS	154.6%	54.3%	193.5%	86.2%	156.8%	55.8%
PhD	160.8%	25.3%	19.0%	-3.4%	155.3%	24.3%
ENG/APPL SCI						
MASTERS	581.2%	79.0%	1650.0%	157.8%	631.8%	86.1%
PhD	436.8%	9.0%	166.7%	950.9%	425.2%	52.6%
HEALTH						
MASTERS	307.8%	148.8%	641.7%	282.0%	327.9%	157.4%
PhD	133.6%	22.8%	500.0%	150.8%	140.7%	25.9%
MATH						
MASTERS	123.0%	29.2%	365.0%	122.7%	132.6%	33.5%
PhD	119.1%	-21.2%	59.1%	22.2%	116.6%	-20.2%
TOTAL						
MASTERS	149.4%	52.6%	318.8%	134.3%	170.3%	62.8%
PhD	134.3%	17.6%	117.0%	113.1%	132.9%	23.8%

*FTE: FULL-TIME EQUIVALENT IS DEFINED AS 3.5 PART-TIME STUDENTS TO 1 FULL-TIME STUDENT

SOURCE: STATSCAN, CAT. 81-204

IN/PRINTS (Information was supplied by the publisher.)

WOMEN AGAINST CENSORSHIP, edited by Varda Burstyn, Douglass & McIntyre. A mixture of personal insight and provocative advocacy by some of North America's most respected feminists, *Women Against Censorship* is a timely and forceful contribution to the current debate within the women's movement about violent pornography. Highly controversial, this groundbreaking book has been of interest not only to feminists but to everyone concerned with the rise of pornography on one hand and increasing pressure for government interference in our lives on the other.

The Centre de Recherche Informatique de Montréal

The Centre de Recherche Informatique de Montréal (Computer Research Institute of Montreal) is a multi-university, multi-industry consortium carrying out fundamental research in software development.

CRIM is currently seeking research scientists in the following areas:

- VLSI circuits design
- Local and wide area networks
- Computer aided analysis of continuous systems
- Computer graphics and man-machine interface

Candidates must hold a Ph.D. in a relevant discipline. Preference will be given to permanent residents of Canada.

Please send curriculum vitae to:

Centre de Recherche Informatique de Montréal, Inc.
Human Resources
1550 de Maisonneuve Blvd. West
Suite 901
Montréal (Québec) CANADA H3G 1N2

**CAUT 1986-87
STATUS OF WOMEN WORKSHOP**
February 6-8, 1987
Skyline Hotel, Ottawa

DEVELOPING STRATEGIES FOR CHANGE

AGENDA (subject to change)

Friday, February 6

10:00 - 13:30 Registration

13:30 - 15:00 Welcome
Keynote address on women influencing change

15:30 - 17:30 Sexual harassment: strategies for campus education

evening Group dinner (after-dinner event)

Saturday, February 7

9:00 - 12:00

Implementation strategies: a review and discussion of how women have developed strategies for change (implementing positive action, working within faculty associations/ unions, establishing women's studies programs, etc.)

14:00 - 17:00

Choice of (2/3) group sessions (1 1/2 hours each) on lobbying governments, networking, bargaining strategies

evening

Group activities (skating party, films)
Reception

Sunday, February 8

09:00 - 11:00

Developing an action plan: a group discussion of priorities and strategies for change.

REGISTRATION INFORMATION**Registration:**

\$85 per person includes materials and Friday dinner. Friday-only registrations: \$50; Saturday-only registrations: \$50.

Accommodation:

A limited number of rooms has been reserved at The Skyline Hotel, 100 Kent Street, Ottawa at \$60.00 per night single or \$70.00 per night double.

Registration deadline: January 9, 1987

Completed form and cheque (payable to CAUT) should be mailed to:

Ms. Colette Deschamps
 CAUT
 1001-75 Albert Street
 OTTAWA, Ontario
 K1P 5E7

For more information, telephone Colette Deschamps or Tina Head at (613) 237-6885.

REGISTRATION FORM

Name _____

Address _____

Office telephone _____ Home telephone _____

Affiliation (if any) _____

I plan to attend:
 Friday to Sunday _____ Friday only _____ Saturday only _____

Please book hotel accommodation for nights of:

Thursday, Feb. 5 _____ Friday, Feb. 6 _____ Saturday, Feb. 7 _____

Single _____ Double _____

Please advise Colette Deschamps of any changes.
We are applying for a grant from Secretary of State for simultaneous translation.

**ACPU 1986-1987
ATELIERS SUR LE STATUT
DE LA FEMME**
du 6 au 8 février 1987
Hôtel Skyline, Ottawa

AMÉLIORER LA SITUATION AVEC DE NOUVELLES STRATÉGIES**PROGRAMME (à confirmer)**

Vendredi le 6 février

10 h à 13 h 30

Inscription

13 h 30 à 15 h

Mot de bienvenue

Allocution sur les femmes influençant le changement

15 h 30 à 17 h 30

Harcelement sexuel: stratégies de sensibilisation sur le campus

soirée

Souper collectif (activités sociales)

Samedi le 7 février

9 h à midi

Mise en oeuvre des stratégies: une revue et une discussion des moyens pris par les femmes pour créer des stratégies améliorant la situation (l'action positive, le travail au sein des associations ou syndicats de professeurs, la création de programmes d'études sur les femmes, etc.)

14 h à 17 h

Choix de 2 séances collectives sur 3 (1 h 1/2 chacune) sur le lobbying auprès des gouvernements, le regroupement en réseaux, les stratégies de négociation Activités de groupe (patinage, films)

soirée

Réception

Dimanche le 9 février

9 h à 11 h

Plan d'action: discussion de groupe sur les priorités et les stratégies de changement

RENSEIGNEMENTS**Inscription:**
 85 \$ par personne, comprenant le matériel et le souper du vendredi. Droits d'inscription pour le vendredi seulement: 50 \$; pour le samedi seulement: 50 \$.**Hébergement:**

Un nombre limité de chambres est réservé à l'hôtel Skyline, 100, rue Kent, Ottawa; une chambre simple: 60 \$ par nuit; une chambre double: 70 \$ par nuit.

Date limite des inscriptions: le 9 janvier 1987

Retourner le bulletin ci-dessus rempli accompagné d'un chèque à l'ordre de l'ACPU à:

Mme Colette Deschamps
 ACPU
 1001-75, rue Albert
 Ottawa (Ontario)
 K1P 5E7

Pour plus de renseignements, téléphoner à Colette Deschamps ou à Tina Head au (613) 237-6885.

BULLETIN D'INSCRIPTION

Nom _____

Adresse _____

Téléphone: Bureau _____ Domicile _____

Affiliation (le cas échéant) _____

Je serai présent (e):
 du vendredi au dimanche _____ vendredi seulement _____
 samedi seulement _____Veuillez me réserver une chambre pour:
 Jeudi, 5 fév. _____ Vendredi, 6 fév. _____ Samedi, 7 fév. _____
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TRADE 1

recently as the late sixties, experts spoke of the almost unassailable power of General Motors.

Secondly, the vehicle and the fuel for a perpetual state of innovation is our ability to transfer and exchange information at the blink of an eye. It is this feature of the new economy that has led people to talk about an information based economy. Not only do we need more and more well-educated people to transfer information but also to understand what is and is not important.

Thirdly, a very well-educated society will be needed not only to provide the ideas necessary for such an economy but to cope with the vagaries of work situations based upon constant change. Moreover, only such an educated work force can ensure that the economy remains simply the way we earn a living and not the reason for our existence.

Fourthly, the role of the universities in preparing the next generation of researchers and providing the research which fuels new technological developments will be a central one. This has been particularly true in North America in computer development, lasers, robotics and, above all, in biotechnology.

The pivotal role of the university in education and in research is readily accepted by almost everyone. Yet what is the record? Governments at both the provincial and the federal level have been cutting back on their financial support over the past decade. In 1971 government expenditures on higher education amounted to 1.64% of GNP, but in 1985 only 0.97% was given to the universities. In 1985 dollars the cumulative effect of these cutbacks amounts to \$19 billion.

It should be remembered that at the same time student enrolments have been increasing steadily and continue to do so. Most of the increases in university enrolments over the decade of the 1970's can be accounted for by the increase in female enrolments. Those critics who long for the good old days of small enrolments made up of the economic elite, the smell of pipe smoke, and tweed jackets should think twice before they blame such enrolments for a non-existent decline in standards. In addition, individuals over 25 are returning to full time studies in larger numbers than in previous decades. Such people know what is going on; they are on the front line between the old and emerging economies and they know that they need new tools to be able to deal with the rapid change that is all around them. One wonders when our governments will become similarly knowledgeable.

Universities must also continue their role of providing Canadians with the opportunity to hone their critical faculties. In a world of constant change, it will become easier to forget our humanity, our democratic traditions and morality. New technology

immediate economic pay-off but which are nevertheless the key to progress in the long run. The figures in the United States are eloquent on this matter. The funding of these councils over the past decade has been erratic at best, and now to freeze these budgets in the name of providing stability is one of the best examples of political newspeak I have come across. This policy is not merely economic suicide it is cultural suicide as well. If we cannot afford to generate sufficient economic activity, then we will not be able to generate sufficient cultural independence to nurture our artists, our writers, our own commentary on the human experience.

In contrast to Canadian short-sightedness, a White House Science Council panel has recently recommended a \$10 billion "catch-up" fund to be spent on up-grading academic research facilities. Yet, many of our researchers would love to have the facilities already available to American researchers.

The problems are serious. Our universities are in a state of crisis. Not only is morale affected by a decade of neglect, but we are beginning to lose some of our best people to the U.S. The U.S. recognition of the role that must be played by universities has led them to provide better facilities, better research grants and better salaries. Perhaps even more important, why would a young person consider a university career in Canada? Many of our most talented individuals will elect another career path because understanding has made it difficult to do serious and effective research in this country.

The recent announcements in the Throne Speech are welcome. But a conference can only be a first step. The problems and the solutions are already well-known. Catching up will not be cheap, but if we wish to end our role as drawers of water and hewers of wood, then governments will have to start investing in Canadians and stop senseless bureaucratic dances and self-serving jurisdictional wrangles.

POLANYI 1

awarded honorary degrees by the University of Waterloo, McMaster University, Memorial University, Trent University and Carleton University. He is an Officer of the Order of Canada and a Fellow of both the Royal Society (London) and the Royal Society of Canada. He is the first Canadian to win the prestigious Marlow Medal of the Faraday Society of Great Britain and has recently been appointed to the Pontifical Academy of Sciences in Rome.

Furthermore, it is clear in the North American context that only government can support basic or fundamental research at the required level, mainly because companies cannot commit large sums to projects that do not have

and his colleagues have conducted can be used for military purposes. He has opposed the Strategic Defence Initiative and has worked tirelessly for a rational approach to nuclear disarmament.

National science policy has also engaged Dr. Polanyi's considerable talents. He has urged upon the federal and provincial governments the need for adequate support for scientific research and has warned of the negative long-term effects on Canadian science if funding levels are not improved.

It is ironic that on the very day of the announcement of the award the National Research Council announced a major reduction in its scientific complement. On the following day, Dr. Polanyi demonstrated his support for increased government funding for university research. He urged a greater commitment to higher education during a study organized by faculty, students at the Ontario legislature and administrators at Toronto colleges and universities.

Dr. Polanyi's colleagues in the Canadian academic community extend congratulations to their distinguished colleague. He joins Frederick Banting, Gerhard Herzberg and Lester Pearson as the fourth Canadian resident to become a Nobel laureate. He is, as the *Globe and Mail* editorial of October 16 suggests, "...one of a valuable breed of scientists who, while working to enlarge human understanding of the basic elements of our life, fight to prevent the application of science to ends of unimaginable devastation".



Faculty of Commerce Saint Mary's University

The Faculty of Commerce at Saint Mary's University, with over 1,200 full and 200 part-time students, is the largest business program in the Atlantic Region and one of the 10 largest English-speaking programs in Canada. Due to enrolment increases experienced by this faculty in both its undergraduate and graduate (MBA) programs and program changes, a decision has been made to significantly expand the full-time faculty complement. As a result, the Faculty of Commerce has a number of positions available for the 1987-88 academic year.

Listed below are the vacancies we have by department and by area of specialization. In all cases we are seeking individuals who have a Ph.D. (assistant or associate rank) in the appropriate area or in some cases we will consider individuals who are ABD. Our salary offers are competitive, and interested applicants will find that our support for research and travel is excellent.

Interested individuals can contact the appropriate department chairpersons for further information and/or forward a current curriculum vitae, including a list of at least three references, along with a letter of application.

Visiting positions are also available and individuals are encouraged to contact the appropriate chairpersons for further information.

Accounting (1 Position)

One tenure-track position is available.
Dr. F.P. Dougherty, Chairperson
Accounting

**Data Processing/
Information Systems (1 Position)**

Individuals with a background in various aspects of data processing and information systems are encouraged to apply.
Dr. J.C. Dodds, Chairperson
Finance/Management Science

Finance (2 Positions)

For one position we are particularly interested in individuals who have a background in corporate finance. For the other position we are open to applications from individuals with a background in any area of finance.
Dr. J.C. Dodds, Chairperson
Finance/Management Science

Management (1 Position)

Individuals with a background in organizational behaviour are encouraged to apply.
Dr. H.F. Schwind, Chairperson
Management

**Management Science/
Computing (1 Position)**

Applicants should be able to offer courses in two of the following areas: Computing (BASIC, FORTRAN, COBAL), information systems, or management science.
Dr. J.C. Dodds, Chairperson
Finance/Management Science

Marketing (2 Positions)

While we are interested in individuals with any marketing area, we are particularly interested in an individual with a background in retailing.
Dr. N.D. Kling, Chairperson
Marketing

**Written/Ora!
Communication (1 Position)**

Individuals with both a written/oral background and an awareness of business needs and practice are encouraged to apply.
Dr. N.D. Kling, Chairperson
Marketing

Applicants should address all correspondence to the appropriate chairperson at the address indicated below:

**Saint Mary's University
Halifax, Nova Scotia B3H 3C3**



Université de Montréal

Chercheur à plein temps

La Faculté de médecine dentaire a besoin d'un chercheur en biochimie ou en biologie moléculaire; il se joindra à un groupe multidisciplinaire.

Exigences:
Ph.D. en biochimie ou en biologie moléculaire, connaissance ou désir d'acquérir la langue française pour la parler couramment et éventuellement participer à l'enseignement de la biochimie.

Entrée en fonction

Le 1^{er} juin 1987

Date limite de réception des candidatures

Le 1^{er} février 1987

Les candidats doivent acheter leur curriculum vitae les trois lettres de recommandation à:

Dr J.P. Lund

Adjoint au doyen

à la recherche

Faculté de médecine dentaire

Université de Montréal
C.P. 6128, succursale A
Montréal (Québec)
H3C 3J7

Conformément aux exigences prescrites en matière d'immigration au Canada, cette annonce s'adresse aux citoyens canadiens et aux résidents permanents.

IN/PRINTS (Information was supplied by the publisher.)

REGIONAL ECONOMIC DEVELOPMENT: CANADA'S SEARCH FOR SOLUTIONS, by Donald J. Savoie, University of Toronto Press, 1986. Donald Savoie seeks to shed some light on Canadian experience of regional development policy. In a comprehensive analysis of past and present programs, he considers the various political and economic forces that have shaped the development of policy. He offers a balanced and perceptive assessment of the appropriateness of our objectives for regional development and evaluates the effectiveness of various pieces of policy in meeting those objectives. He concludes with recommendations for future regional development efforts. The author is Executive Director of the Canadian Institute for Research on Regional Development and Professor of Public Administration and Development, Université de Moncton.

NATIVES AND NEWCOMERS: CANADA'S "HEROIC AGE" RECONSIDERED, by Bruce G. Trigger, McGill-Queen's University Press. Native societies were naturally static in contrast to the naturally progressive societies of Europe — so went the conventional wisdom of the nineteenth century. Bruce Trigger shows that this conventional view is a mistake, and that it has resulted in the exclusion of native peoples from recorded history of North America. In the critical re-evaluation of the impact of two cultures on each other, Trigger corrects these mistakes. Drawing on recent ethnological and archaeological findings, as well as current historical research, he recasts the whole framework of early Canadian history, including the history of French settlement, arguing that native people have played a critical role in shaping the development of Canada. The author is a member of the Department of Anthropology, McGill University.

CAUT COMMENTS ON THE THRONE SPEECH .2

a broad view of research? Will it, for example, recognize the importance of research in management techniques, the motivation of people and industrial relations? Or will it only pursue the narrow path of high technology? The committee needs people who are not only outstanding scientists, but who share a broad social perspective. The list of appointees should tell us a great deal about the government's intentions.

Much of what is needed for a Canadian research policy has already been detailed in the five year plans of the federal granting councils. It is time for the government to act on the recommendations in those plans as a first step toward making Canada competitive again. Those plans will form a solid base on which to build future initiatives. Without that base, we will be wasting our time and resources.

In the United States, publicly funded universities such as UCLA are given nearly three times the per capita funding by their state governments as that received by the University of Toronto in operating grants from government sources. The percentage of the Canadian population employed as research personnel lies between those of Iceland and Yugoslavia, and is less than half that of the U.S., West Germany, the U.K. and Japan. Canadians expect better from their governments. We hope that the Speech from the Throne means that they will soon begin to get it. Substantially increased funding for the granting councils would be a good place to start.

COMMENTAIRES DE L'ACPU.....2

dienness d'aider le Canada à se tailler une place concurrentielle en R & D sur la scène économique mondiale. Cependant, le conseil adoptera-t-il une perspective générale de la recherche? Reconnaîtra-t-il, par exemple, l'importance de la recherche dans les techniques de gestion, la motivation des gens et les relations industrielles? Ou bien, poursuivra-t-il la route étroite de la technologie de pointe? Le conseil n'a pas seulement besoin de scientifiques chevronnés, il lui faut aussi des gens qui partagent une perspective sociale générale. La liste des personnes qui y seront nommées nous en dira long sur les intentions futures du gouvernement.

Les plans quinquennaux des conseils de recherches ont déjà exposé en détails le besoin d'une politique canadienne en matière de recherche. Il est temps que le gouvernement mette en œuvre les recommandations de ces plans comme première étape vers un Canada de nouveau concurrentiel. Les plans quinquennaux constituent une solide base sur laquelle nous pourrons réaliser de futures initiatives. Sans elle, nous gaspillerons notre temps et nos ressources.

Les universités américaines financées à même les deniers publics, à l'instar de l'UCLA, reçoivent des gouvernements d'état des crédits par habitant qui sont près de trois fois supérieurs aux subventions de fonctionnement gouvernementales versées à l'Université de Toronto. Le Canada se situe entre l'Islande et la Yougoslavie en ce qui concerne la proportion de la population employée comme personnel de recherche. Cette proportion est la moitié moins que celle des Etats-Unis, de l'Allemagne de l'Ouest, du Royaume-Uni et du Japon. Les Canadiens espèrent davantage de leurs gouvernements. Nous espérons que le discours du Trône signifie que nous commencerons bientôt à en voir les résultats. Une hausse substantielle des subventions aux conseils de recherches serait un bon point de départ.

VICE-PRESIDENT (ADMINISTRATION)



Lakehead University is seeking a Vice-President (Administration). Located in Thunder Bay, Ontario, Lakehead has a full- and part-time enrolment of 5000 students, a faculty complement of 245, and 350 administrative staff. The University has programs of regional, provincial, and national reputation, and serves a primary geographic catchment area that represents 60% of the Province of Ontario.

Reporting to the President, the Vice-President (Administration) is responsible for the overall operation of the non-academic administration of the University. Specific responsibilities include the departments of Finance and Business, Computer Services, Personnel and General Services, Physical Plant, Athletics, University Residences and Conference.

The ideal candidate will be an experienced, senior-level administrator who possesses post-secondary educational qualifications, possibly in a field such as business or finance, with strong communications and general administrative skills. Hands-on labour relations experience and strong leadership qualities will be highly desirable. Proven ability to function effectively in an academic environment would be most useful.

Please reply in strictest confidence, quoting File No. 4032, to Woods Gordon, Management Consultants, P.O. Box 251, Royal Trust Tower, Toronto-Dominion Centre, Toronto, Ontario M5K 1J7.

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MOUNT SAINT VINCENT UNIVERSITY VICE-PRESIDENT (ACADEMIC)

Applications and nominations are invited for the position of Vice-President (Academic) at Mount Saint Vincent University.

The Vice-President (Academic) is the senior academic officer of the University reporting directly to the President on matters related to academic programs, policy and planning. The position requires a person who has a strong commitment to teaching, research and scholarly activity, capable of providing leadership in carrying out the academic mission of the University.

The University, dedicated primarily to the education of women, offers undergraduate degree programs in Arts and Sciences, as well as specialized programs in the fields of Women's Studies, Business, Public Relations, Tourism, Home Economics, Education, and some graduate degree programs. Located in Halifax, the University has also developed a strong distance education program serving a wide-spread constituency. Total enrollment is approximately 4000 with a faculty complement of 220.

The preferred starting date is July, 1987. Applications and nominations should be sent by 31 December 1986 to:

Dr. Naomi Herson
President
Mount Saint Vincent University
166 Bedford Highway
Halifax, Nova Scotia B3M 2J6

In accordance with Canadian immigration regulations, the advertisement is directed in the first instance to Canadian citizens and landed immigrants.

UNIVERSITY OF GUELPH DIRECTOR

UNIVERSITY OF GUELPH DIRECTOR

School of Hotel and Food Administration
Applications and nominations are invited for the position of Director of the School of Hotel and Food Administration at the University of Guelph, in the city of Guelph, Ontario, CANADA.

Candidates should hold graduate qualifications (Ph.D. or equivalent preferred) in a component or related discipline. It is also desirable that candidates should have academic and industry experience, demonstrated leadership and administrative capabilities, the ability to communicate effectively with various constituencies, a vigorous commitment to excellence in the conduct and development of teaching and research programs.

The School has approximately four hundred undergraduate students registered for the B. Comm. degree, majoring in either Hotel and Food Administration or in Hospitality and Tourism Management. Prospects exist for participation in a graduate program. Additionally, the School has a series commitment to involvement in external programs, including the Advanced Management Program for the Hospitality Industry (AMPHI). The School's academic and external programs have an enviable reputation and standing within the university and with the hospitality industry.

Nominations and applications will be open until the position is filled. Appointment is subject to final budgetary approval. In accordance with Canadian immigration requirements, preference in appointment will be given to those eligible for employment in Canada at the time of application.

Applications, nominations and enquiries should be directed to:



Dean Richard M. Berhem
College of Family and Consumer Studies
University of Guelph
Guelph, Ontario
CANADA N1G 2W1

Phone: (519) 824-4120, Ext. 2400



DEAN OF BUSINESS ADMINISTRATION

Applications and nominations are invited for the position of Dean of the School of Business Administration at the University of Prince Edward Island.

The School has a faculty complement of 10 full-time members, and an enrollment of 400 undergraduates.

The Dean is expected to provide academic and administrative leadership in the School, to contribute to its teaching program, to be a member of the University's Senate and as a senior administrator to be concerned with inter-faculty affairs.

The appointment is for six (6) years, beginning July 1, 1987, and will be made by the Board of Governors on the recommendation of the President advised by a Search Committee.

Applications and nominations, as well as requests for information, should be addressed by December 1, 1986 to:

C.W.J. Elliot, President
University of Prince Edward Island
550 University Avenue
Charlottetown, P.E.I.
C1A 4P3

Québec: le sous-financement des universités

par Robert Léger, ACPU

La question du financement des universités fait couler beaucoup de salive et d'encre, (surtout de la plume des journalistes), depuis que la Commission parlementaire sur l'éducation a commencé ses travaux.

Les professeurs d'université du Québec, par la voix de la FAPUQ et de l'intersyndicale des professeurs, ont présenté leurs points de vue sur la question. Le mémoire des professeurs disait entre autres:

L'Etat a déjà assuré et doit continuer d'assurer l'essentiel des coûts du système universitaire. Le sous-financement actuel empêche les universités de s'adapter au changement et rend utopiques les préoccupations d'excellence avancées ces dernières années.

Et le mémoire poursuivait: (...) nous tenons à rappeler que

l'université contribue pour une bonne part à l'augmentation de la richesse collective du Québec (...). Nos sources convaincantes, que cela décline relativement des budgets universitaires) constitue à la fois une injustice et un bien mauvais placement (...).

Il est intéressant de noter que le ministre de l'Education, de l'Enseignement supérieur et de la Science semble partager ce point de vue. Dans son intervention à la séance d'ouverture de la commission parlementaire, M. Ryan déclarait:

...l'effort du Québec en faveur de ses universités, continue d'exiger une part du Produit Intérieur Brut (PIB) plus lourde qu'en Ontario. De même, le coût de l'enseignement universitaire demeure plus élevé, par rapport au chiffre de la population, qu'en Ontario. Mais les revenus bruts de fonctionnement par étudiant universitaire, qui

étaient supérieurs de 2,5% au Québec en 1979-80, étaient supérieurs de 12% en Ontario en 1985-86. Dans les deux provinces, de 1979-80 à 1985-86, la part des ressources consacrées aux universités dans l'ensemble des dépenses de l'Etat a subi une diminution (...).

Et pour mieux faire comprendre sa comparaison avec la province voisine, le ministre citait le Conseil des universités de l'Ontario:

Les universités de l'Ontario sont parmi les plus pauvres financièrement de tout le Canada. (...) à chaque année, depuis 1977-78, le niveau des subventions de fonctionnement versées aux universités ontariennes a été inférieur à celui de pratiquement toutes les autres provinces et inférieur

à la moyenne canadienne. Enfin pour M. Ryan, (...) un vigoureux coup de barre s'impose dans le financement, pour ajuster les ressources aux besoins réels; il faut préciser les modalités, mais l'objectif d'un redressement fait pas de doute.

Mais la partie est loin d'être gagnée pour le monde universitaire. Rappelons qu'il n'y a pas si longtemps, le rapport Gobeil parlait surtout de coupures et recommandait, en particulier, d'augmenter les frais de scolarité, d'augmenter la charge d'enseignement des professeurs d'université, d'abord le siège social de l'Université du Québec et de regrouper les organismes subventionnaires de recherche. C'est à suivre...



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**Chaire de mécanique
des roches et de
contrôle des terrains**

L'Université Laurentienne, Sudbury (Ontario), (engagement conjoint avec la Queen's University), sollicite des candidatures pour la chaire de mécanique des roches et de contrôle des terrains. Le titulaire entrera en fonction le 1er juillet 1987 et aura un mandat de cinq ans renouvelable. Il sera engagé à la fois comme professeur à temps plein de l'École de génie de l'Université Laurentienne et comme professeur associé du Mining Department de la Queen's University.

La création de cette chaire reflète l'objectif que poursuit le Gouvernement de l'Ontario, l'industrie minière et les deux universités de faire de Sudbury un centre international d'enseignement et de recherche en mécanique des roches et contrôle des terrains.

Les candidats devront détenir un doctorat en génie minier ou dans une discipline connexe et avoir une solide expérience dans le domaine des applications de la mécanique des roches aux problèmes de contrôle des terrains. La personne choisie sera amenée à diriger les travaux de recherche d'étudiants de 2^e et 3^e cycles et à travailler en étroite collaboration avec l'industrie minière des roches dures sur des problèmes d'intérêt commun touchant le contrôle des terrains. Elle devra de plus élaborer de courtes sessions sur les applications de la mécanique des roches aux problèmes de contrôle des terrains, à l'intention des étudiants de tous les cycles et de ceux provenant de l'industrie. Le poste est également offert aux hommes et aux femmes.

Conformément aux exigences de l'immigration canadienne, cette annonce s'adresse aux citoyens canadiens et résidents permanents.

Les candidatures doivent être envoyées à :
M. Charles H. Bélanger
Vice-recteur, Enseignement et recherche

PLANT MOLECULAR GENETICIST

Subject to final budgetary approval, the Department of Botany at the University of British Columbia is currently seeking applicants for a tenure track position of plant molecular genetics. The candidate is expected to establish a research programme in this area and to participate in the teaching of an undergraduate general genetics course and an upper level course in plant genetics. The position will be filled at the level of Assistant Professor.

Qualifications for this position should have demonstrated expertise in recombinant DNA technology in plants and have postdoctoral experience. They should have a genuine interest in the broader aspects of plant biology and be able to instigate and encourage collaboration with a diverse group of colleagues within the Department of Botany.

Applicants should submit a Curriculum Vitae, including a summary of future research plans, and arrange for three letters of reference to be sent to:

Dr. A.J.F. Griffiths, Search Committee Chairman
Department of Botany
The University of British Columbia
#3529 - 6270 University Boulevard
Vancouver, B.C., V6T 2B1

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Applications must be received by January 15th, 1987.

Chair in Rock Mechanics and Ground Control

Applications are invited for the Chair in Rock Mechanics and Ground Control at Laurentian University, Sudbury, Ontario (Cross appointment with Queen's University) commencing July 1, 1987. The term of this appointment is 5 years and is subject to renewal. The appointment will be at the Full Professor level in the School of Engineering and will be cross-appointed as an Adjunct Professor in the Mining Department of Queen's University.

The creation of this chair reflects the shared aim of the Ontario Government, the mining industry and the two universities to make Sudbury a top international centre for teaching and research in rock mechanics and ground control.

The potential candidate should have strong expertise in the application of rock mechanics to ground control problems. A Ph.D. in Mining or related field is a requirement. The candidate would be expected to guide graduate students in research projects, to work closely with the Hard Rock Mining Industry on problems of mutual interest concerning ground control, and to develop short courses on the applications of rock mechanics to ground control problems for offering to undergraduate, graduate and industrial students. Laurentian University is an equal opportunity employer. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Applications to be submitted to:
Dr. Charles H. Bélanger
Vice-President, Academic



Laurentian
University

Ramsey Lake Road, Sudbury, Ontario P3E 2O6



Université
Laurentienne

Chemin du lac Ramsey, Sudbury (Ontario) P3E 2O6

Mandatory retirement: Ontario court rules universities not covered by Charter

by CAUT staff

Prof. Allan Sharp, President of CAUT, expressed disappointment in a judgment on mandatory retirement in the Ontario universities released on October 16 by Mr. Justice W. Gibson Gray of the Ontario Supreme Court. CAUT has underwritten the cost of the action to clarify the issue. The case was heard in Toronto in April and May this year.

Mr. Justice Gray ruled that the universities are not bound by the Canadian Charter of Rights and Freedoms and that, therefore, the Charter prohibition against discrimination on grounds of age does not prevent the universities from retiring faculty members at age 65. Mr. Justice Gray also found that a section of the Ontario Human Rights Code which restricts protection against discrimination in employment to persons less than 65 years of age is justified under section 1 of the Charter as "a reasonable limit (on human rights) that is demonstrably justified in a free and democratic society."

The judgment comes in a case brought by eight faculty members and a librarian at the University of Toronto, York University, Lakehead University and the University of Guelph who were retired against their will at age 65. Prof. Sharp has indicated that the Ontario judgment is only the first step in a procedure which may ultimately be referred to the Supreme Court of Canada. He said that the Association will be giving careful consideration at its November Board meeting to an appeal.

"Mandatory retirement is already prohibited in Manitoba, Quebec and New Brunswick. It may be illegal in Alberta. The federal government has indicated its intention to abolish it in the federal public service. I see no persuasive argument why it should continue in the universities. In my view we have an obligation to our members to ensure that discrimination on grounds of age does not continue."

For further information call: Dr. V.W. Sim, 613-237-6885.

WRONG TOOL...4

inside the barn. They haven't tried to move a pile of manure with a spade. Our students haven't been subjected to the awkward situations into which they can be put because of poor writing or incorrect use of words.

We must ask ourselves if we (not other professors) put forth enough effort in teaching the similarity between the net results obtained by the use of the right tools to the results obtained by using the right words? Perhaps the parts of our lecture material which would be presented more appropriately on a three-tined fork could be eliminated and replaced by something more useful. But then, where would we get our laughs?

Dr. L.H. Greenberg

*Head and Professor
Dpt. of Physics and
Astronomy
University of Regina*

Disappointed

I was disappointed to see your reprint in the *Bulletin* (Sept. 1986) the article, "A History of the Past, When 'life reeked with joy,'" by Anders Henriksson, which I have seen reprinted in too many other places. The idea of stringing together silly, erroneous, and confused statements from students' tests and papers is offensive to me. I know that many teachers consider these things (indeed, there seems to be a propensity among historians to do so), but I think the practice is unscholarly and unkind. In fact, I believe that the majority of such student mistakes tell us less about the apparent inability of the students to comprehend the class material and more about the incompetence of the teacher to convey clearly the material taught.

David Topper

*Dept. of History
The University of Winnipeg*

Double-standard

In my original letter (Nov. 1985), I protested the exclusion of a racist state like Israel from the CAUT's list of countries holding prisoners of conscience, even though Amnesty International (AI) has for years now documented that Israel regularly arrests people simply for expressing political opinions. There seems little point in responding to those who have objected to the label "racist" in this context. Israel is a racist state. The Palestinians who suffer under this racism know that. So does the UN. So does most of the rest of the world. And so does anyone who has taken the trouble to find out what life is, and has been, like for the Palestinians living in Israel, in the territories subjugated by Israel during the course of Israeli-launched wars, and in the camps bombed by Israel.

Before leaving the debate, however, there are two points to which I would like to respond, since doing so serve

to reinforce my original point, which is that we routinely exempt Israel from moral standards applied to other nations.

As an example of racism in Israel, I had pointed to the policies of the Jewish National Fund (JNF), which owns over 90% of the land in Israel, and whose official policy is that its land not be rented or leased to non-Jews. Joseph Kirman (letter Sept. 1986) does not challenge my account of JNF policy, but rather argues that to call this sort of discrimination "racism" is "balderdash." Kirman continues: "Any religious, benevolent, social, or other such organization in Canada as well as Israel is free to purchase land for the exclusive use of its people"; and "Far from being racist it [JNF] is exemplary." Oh really?

Suppose a benevolent association was formed on behalf of the "white Christians" in Canada and suppose that this organization bought up over 90% of the land here and

refused to rent or lease this land to Jews or Blacks. Would we have any difficulty whatsoever in calling this a racist organization? Would it be legal? Of course not.

Yet change "White Christians" to "Jews", transfer the organization from Canada to Israel, and make the victims of this discrimination Palestinian, and — presto! — everything changes. Could there be any better example of how Israel and Israeli organizations are exempted from the moral standards applied to other nations and other groups? I think not.

Some who have responded to my letter have accused me, directly or indirectly, of being too "one-sided", for not criticizing racism in states besides Israel, especially the "Arab" states. I fail to see how racism in Israel would somehow be justified even if all the other kids on the Middle East block were doing it, but in any case there was nothing one-sided about my original letter.

Recall the original issue: the fact that the CAUT expressed disapproval of a number of governments (including a number of Arab governments) who, according to AI, are holding prisoners of con-

science. And recall my original concern: *not* that the nations included on this list were included, but rather that Israel was *excluded*, even though AI has documented that Israel too is holding prisoners of conscience. For insisting that Israel be censured for *the very same reason* for which these other nations were censured, I am accused of being one-sided? Now that's balderdash.

Finally, notice one thing about all the letters written in response to mine over the past year. Although a few of them do seem to acknowledge that Israel does oppress the Palestinians (a concession usually made in passing, in a letter devoted mainly to defending Israel), not one — *not a single one* — recommends explicitly that the CAUT go on record as censuring the state of Israel for holding prisoners of conscience just as it has gone on record as censuring other nations who hold prisoners of conscience. This, it seems to me, is yet more evidence (as if more were needed) of the double-standard used by so many Canadian academics to deflect criticism from this one particular foreign state.

Michael P. Carroll
*Dpt. of Sociology
University of Western Ontario*



The University
of
British Columbia
Library

Head, Asian Library

The University of British Columbia Library invites applications for the position of Head of the Asian Library which will be available January 1, 1987. Reporting to the Assistant University Librarian for Public Services (Branch Libraries), the Head is responsible for the management and operation of the Asian Library, collection development, reference and bibliographic services to faculty and students, and for developing and maintaining contact with local Asian communities as well as other Asian libraries in Canada and other countries. The Asian Library collects materials primarily in Chinese, Japanese, Korean, and Indic languages at the present time.

The successful applicant will have a graduate degree in Library Science and a strong academic background, preferably at the Master's level, in some aspect of Asian Studies. A good working knowledge of one of the major Asian languages as well as complete fluency in English is required. Competency in more than one major Asian language would be an asset. Familiarity with the bibliography of East and South Asian materials is essential. A broad general knowledge of sources, publishing, and distribution of Asian materials is desirable. The ability to manage and direct a branch library of substantial size, including the ability to maintain good working relations with faculty, students, and library colleagues, other members of the community involved in Asian affairs, and community organizations is required. A complete familiarity with developments in and requirements of North American Asian collections, and the ability to apply that familiarity to the development and operation of the Asian Library is required. The ability to take a balanced view of the collection and services to ensure that the needs of users in a variety of language and subject areas are met is essential. Experience with the application of automation and networking to Asian libraries is very desirable.

Salary will be commensurate with qualifications and experience. A comprehensive benefits package is available.

Applications, including a current resume and three letters of reference should be sent to: Erik de Brujin, Assistant University Librarian for Administrative Services, Library Administration, 1956 Main Mall, The University of British Columbia, Vancouver, B.C. V6T 1Y3.

The closing date for applications is December 31, 1986.

The University of British Columbia Library provides equal opportunity to female and male applicants. This advertisement is directed to Canadian citizens or permanent residents.

**UNIVERSITY OF
OTTAWA
DEPARTMENT OF
ENGLISH**

Applications are invited for a tenure-track Assistant Professorship in Renaissance Literature (special interest in Shakespeare would be advantageous), effective July 1, 1987. Candidates must have a Ph.D. The University is particularly interested in attracting qualified women candidates. Deadline February 24, 1987.

In accordance with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents of Canada. Send curriculum vitae, representative publications, and have three letters of reference forwarded to:

Frank M. Tierney
Chairman
Department of English
University of Ottawa
Ottawa, Canada
K1N 6N5

**THE UNIVERSITY OF BRITISH COLUMBIA
DIRECTOR OF THE
BOTANICAL GARDEN**

The Garden, first established in 1915, enjoys an international reputation for its innovative programs and unique collections. It consists of a nursery, several theme gardens, administrative and educational facilities, located on 20 hectares of campus land.

A paid staff of 10 is assisted by an active volunteer organization. The Garden maintains close relationships with industry and professional groups through its research and development activities, and offers a wide range of community services to the general public. Its senior staff have teaching appointments in the Department of Plant Science, and are involved in research in association with the Department and with government agencies.

The Director administers the Garden's programs and staff and provides leadership in fostering research, development and service activities, and in attracting external funding. The Director has a senior academic appointment in the Department of Plant Science, and contributes to its undergraduate and graduate degree programs.

The successful candidate will have a Ph.D. or equivalent, and a proven record as an administrator, scientist and teacher; ability to communicate effectively with academic, industry and public groups and individuals; and successful experience in dealing with granting agencies and foundations. Salary will be competitive and commensurate with experience.

Requests for further information, nominations or applications, including a curriculum vitae and the names of three referees, should be sent by December 1, 1986 to:

Or. J.F. Richards, Dean,
Faculty of Agricultural Sciences,
The University of British Columbia,
#248, 2357 Main Mall,
Vancouver, B.C. Canada V6T 2A2

The University of British Columbia offers equal opportunities for employment to qualified male and female candidates. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

This position is subject to final budget approval.

CONCORDIA UNIVERSITY**Dean, Faculty of Engineering and Computer Science**

Applications and nominations are invited for the position of Dean, Faculty of Engineering and Computer Science, of Concordia University. The appointment, effective 1 June 1987, is for a five-year term, and is renewable.

The Dean reports directly to the Vice-Rector, Academic. As a senior academic officer of the University, the Dean is called on to share in developing philosophy, plans and policies for the University, and carries the responsibility of implementing academic and administrative plans and policies within the Faculty. Strong leadership qualities are required particularly in regard to the advancement of teaching and research within the Faculty.

In a research intensive Faculty, a strong background in university research, teaching and administration is an essential requirement of the position. Ability to participate effectively in meetings in French, notably with government and other universities, is an advantage in this position.

The Faculty of Engineering and Computer Science presently consists of approximately 110 full-time members in five departments, with an undergraduate enrollment of approximately 2,117 students. The Faculty is active in research and graduate teaching, with a graduate enrollment of approximately 564 students.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Confidentiality of applications and nominations is assured.

Applications and nominations, with biographical information, should be sent by 1 December, 1986 to:

Dr. Francis R. Whyte
Vice-Rector, Academic
CONCORDIA UNIVERSITY
7141 Sherbrooke Street West
AD 231
Montreal, Quebec
H4B 1R6